

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X371

School Name:

URBAN INSTITUTE OF MATHEMATICS

Principal:

JENNIFER JOYNT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Institute of Mathematics School Number (DBN): 08X371
Grades Served: 6-8
School Address: 650 Hollywood Avenue, Bronx, NY 10465
Phone Number: 718-823-6042 Fax: 718-823-6347
School Contact Person: Jennifer Joynt Email Address: jjoynt@schools.nyc.gov
Principal: Jennifer Joynt
UFT Chapter Leader: Michael Loeb
Parents' Association President: Joann Filomio
SLT Chairperson: Norah Flynn
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Anne Walsh
Student Representative(s):

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-6239

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 (staff), if applicable	
Anne Walsh	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Din Tolbert-East Side House	CBO Representative, if applicable	
Norah Flynn	Member/ Teacher/Chairperson	
Donna Torres	Member/ Teacher	
Camille Robinson	Member/ Parent	
Barbara McKenna	Member/ Parent	
Susan Porter	Member/Parent	
Joseph Martin	Member/CSA Rep	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 fifth 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 8th 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. The principal was a part of the MSQI Leadership Cohort during the 2014-2015 academic year. UIM has been accepted to participate in MSQI for the 2015-2016 academic year.

At UIM we believe in developing leadership from within. As such, we work with the Teacher Incentive Fund and staff two Peer Collaborative Teachers (PCT) and two Model Teachers (MT) 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 receive extensive professional development, meet regularly after school with a their mentor, and they render many of our professional development opportunities. Through this work we also have an Interschool Teacher Development Coach that works with our staff to conduct action research and professional development modules .

Beyond the core subjects of ELA, mathematics, science and social studies, we aim to enhance our Arts offerings. During the 2014-2015 academic year we offered a comprehensive program in Visual Arts and dance via a collaboration with Dancing Classrooms, Inc. We hope to continue our work with Lincoln Center through MSQI next year. We offer theatre through our after school program which culminates in a winter play and school musical in the spring. We aim to add a music teacher next year and partner with Lincoln Center in this work. We have a VH1 music grant which helps fund our school orchestra by providing instruments to our scholars.

UIM was selected to be a part of the Chancellor's Community School AIDP grant that revolves around developing Community Schools and improving attendance. 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 and currently employ a Community School Coordinator, three student advisors and a social worker to focus on community building and the social-emotional welfare of our school community. Through this work we track attendance daily, have advisors that target selected scholars, and hold weekly Student Success Summit meetings to discuss data and scholar progress. This continues to be an element on the Framework for Great Schools (Strong Family-Community Ties) that we need to place focus on. Through our Community Schools work we aim to bring resources from the community into the school building by welcoming, encouraging and developing partnerships with families, businesses and community-based organizations. Currently we are undergoing an asset mapping process to kick-off this work. An additional element of this work will be to enhance our after school programming with the help of East Side House in an effort to encourage scholars to remain in the school building longer and to target the "whole child" by offering programs that fall outside of the CCLS-aligned curriculum. We aim to offer Lego Robotics, Specialized High School prep courses, debate, car modeling club, chess, and a literary journal club.

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 6th graders (up from 14.7% the previous year) , 15% of our 7th graders (down from 30.2% the previous year) and 40.6% of our 8th graders (up from 19% the previous year). In mathematics the numbers are as follows for 6th -8th 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 8th grade math exam to those scholars who took the IA Regents in 2014). Our upward academic growth at the 6th grade level was a big strength. We need to continue to work with our 7th graders as we continue to see a lull with this grade level. 7th 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. As we enter our third year in having this strategic reading period we aim to strengthen this work and enhance our Tier I instruction by adopting a rigorous, CCLS aligned writing curriculum to supplement our reading work.

About 25% of our population consists of scholars with special needs. In order to better serve this population we need to look at our explicit instruction, differentiation, and targeted AIS programs. Data shows that we are inconsistent with this population and need to do a better and more measurable job with this cohort of scholars.

08X371 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	290	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	28	# SETSS	22	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	56	# Music	N/A	# Drama
# Foreign Language	44	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	62.8%	% Attendance Rate		91.8%
% Free Lunch	64.5%	% Reduced Lunch		10.0%
% Limited English Proficient	4.5%	% Students with Disabilities		24.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		13.4%
% Hispanic or Latino	53.1%	% Asian or Native Hawaiian/Pacific Islander		4.1%
% White	28.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.1%	Mathematics Performance at levels 3 & 4		25.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		47.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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. We will continue to offer this organic, fluid strategic reading period for the 2015-2016 academic year. All 6 graders receive physical education and Spanish, all 7th graders receive Visual Arts, Spanish, dance and physical education and all 8th graders receive Visual Arts and physical education. We need to add a music teacher for the 2015-2016 as our former music teacher is on child care leave.

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.

Through the CRAFT process we assessed that we have a school need for a true ELA curriculum that focuses on reading and writing instruction via the Balanced Literacy Model. Currently teachers merge various sources and curriculum items to craft their year-wide curriculum. Such sources are Code X, Expeditionary Learning, DOE Common Core Library, MSQI documents and teacher-created materials. We have explored (spring 2015) various curricular options and will Core Ready in 2015-2016. This work will be supported by a Lit Life consultant, which we will need to hire, to help with implementation and sustainment.

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

• **School Quality Guide**

- Data from most recent Quality Review; continue to work on CCLS-aligned practices

- Data from Learning Environment Survey

- City-Wide Instructional Expectations Document

- Student and Teacher Surveys

- MOSL data

- School schedule

In 2014, the following were our ELA proficiency percentages: 33.8% of our 6th graders (up from 14.7% the previous year) 15% of our 7th graders (down from 30.2% the previous year) and 40.6% of our 8th graders (up from 19% the previous year). In mathematics the numbers are as follows for 6th-8th 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 8th grade math exam to those scholars who took the IA Regents in 2014). Our upward academic growth at the 6th grade level was a big strength. We need to continue to work with our 7th graders as we continue to see a lull with this grade level. 7th 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. We have yet to receive our summative data from 2015 (anticipated release is Summer 2015).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, we will implement a new reading and writing curriculum, Core Ready, that is designed to explicitly teach reading and writing, increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts, and will ultimately result in 3% increase in the school’s ELA proficiency rating.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
ELA team and administration will review several curricula options and identify a research-based instructional program that explicitly teaches reading and writing and is aligned to the Common Core. Once the curriculum materials are selected an implementation plan will be crafted.	ELA Teachers and Admin.	May/June 2015	Principal and ELA team leader

ELA team and administration will review/unpack the selected curriculum (Core Ready) and start to craft a curriculum map for the 2015-2016. This work will be done in consultation with our consultant from Lit Life. We will also partner with MS 101 to share consultant days and to work together on unpacking the curriculum.	ELA Teachers and Admin.	July-September 2015	Principal, Lit Life Consultant and ELA team leader
Utilize four TIF teachers on staff to model and mentor as needed.	New teachers, teachers in need of support	Sept –June	TIF teachers and admin.
Creating a year-long assessment plan which details dates of benchmark and baseline assessments	ELA Teachers and Admin.	Complete in September 2015	Principal and ELA team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchase curriculum materials (Core Ready), contract with Lit Life to serve as a consultant, TIF funding, PD time on Monday afternoons, Talent Coach, MSQI funding and resources, MSQI literacy coach, Interschool coach, schedule appropriate time for ELA instruction in STARS, Danielson Framework, Per session funding for summer work to design implementation plan and curriculum maps, 10 per diem days for teachers to visit with our partner school MS 101 to learn through collaborative inquiry, 100 hours of per session funds to be used for curriculum mapping and planning.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will collect and analyze data along the way. The Core Ready program focuses on four distinct units of study. A pre-test or baseline assessment will be administered at the start of each unit (in the given genre) and a post test will be rendered at the conclusion of each unit. Along the way benchmark assessments and formative assessments will be given in accordance with our assessment plan.
Additionally, in January 2016 we will 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 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Most recent 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).

Most recent QR rated us Well Developed in indicators 1.4 and 3.4.

2014-2015 OORS data: 42 incidents logged, 24 principal suspensions, 4 superintendent suspensions, most frequently logged: B36, B24, B21.

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.

Based on anecdotal data and teacher observation, 7th grade tends to be a place where scholars need the most support around social emotional demands. East Side House (CBO) will focus on this year to aid with development in this area.

Gender-based advisories serve as a strength in this area. All scholars are known on a personal level by their advisor at a minimum.

We need to do a better job of targeting at-risk needs around counseling and conflict resolution.

Need to focus on high school admission process at the 7th grade level

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, with the help of our CBO, East Side House Settlement, we will enact a peer mediation program to target our scholars’ social emotional needs. Scholars’ feelings about school will improve as per a pre and post social emotional survey. Additionally, there will be an overall increase from 88% to 90% on the NYC School Survey for all students that report satisfaction with school culture.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Train select 8th graders as peer mediators and select 7th graders as mediators-in-training. These scholars will spearhead our peer mediation program for the year in conjunction with East Side House.</p>	<p>All scholars who need the service.</p>	<p>Summer 2015</p>	<p>Admin., Community School Coordinator</p>
<p>Enact and imbed peer mediation into the fabric of the school. Introduce the scholars to this service. Hold assembly in September 2015 to kick-off this initiative.</p>	<p>All scholars who need the service.</p>	<p>September 2015-June 2016</p>	<p>Admin., Community School Coordinator</p>
<p>Create mechanism to identify scholars in need of our peer mediation service. Craft a work plan to determine when peer mediation is needed verse school-based at-risk counseling. PPC will review discipline, attendance, and anecdotal data to identify students for this work/program.</p>	<p>All scholars who need the service.</p>	<p>August-September 2015</p>	<p>Admin., Community School Coordinator, guidance counselors</p>
<p>Conduct a pre, mid year, and post mental health assessment to determine our scholars’ needs as well as improvements/growth that was made as a result of our peer mediation program.</p>	<p>All scholars who need the service.</p>	<p>September 2015-June 2016</p>	<p>Admin., Community School Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>All funding will come out of funding from the Chancellor’s Community School initiative. Funds will be given to our CBO, East Side House Settlement, and they will financially sponsor this initiative. Guidance counselor, social worker and SAPIS worker will aid in the administration of this work.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Conduct a pre, mid-year, and post mental health assessment to determine our scholars' needs as well as improvements/growth that was made as a result of our peer mediation program. The pre-assessment will be administered in September 2015 with the mid-year assessment in January 2016. The mid-year assessment should show that incidents of and feelings towards bullying should decrease and an affinity towards the school, peers and adults in the building should increase.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Classroom Observations utilizing Charlotte Danielson’s Framework for Teaching rubric
 - Danielson Self-Evaluation Survey Data
 - Data from most recent Quality Review and PPOs
 - 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
 - Teacher needs assessment data
 - Anecdotal evidence through professional learning communities and cabinet
 - PD plan from 2014-2015 as well as the plan from 2015-2016
 - We focused so heavily on general PD as per the Danielson Framework that we have not offered as much content specific PD.
 - We need to infuse more content-based partnerships into our practice.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, ongoing **content specific** professional development will be provided so as to improve instructional practices in each respective content area and promote high levels of engagement that will result in 40% of the teachers improving one HEDI rating in either 1e, 3b, 3c or 3d as per the Danielson Framework as well as an

increase in their overall MOSL data for the 2015-2016 academic year as evidenced by a comparison between the fall MOSL benchmark and the summative MOSL data in the spring of 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Work to rewrite curriculum in the content areas based on new ELA and math curricular materials plus the new scope and sequence documents in social studies and math.</p>	<p>All teachers</p>	<p>Summer 2015</p>	<p>Admin. and team leaders</p>
<p>Craft PD plan for the 2015-2016 based on the needs of the staff. Focus on content-specific PD. Tap into local content-based partnerships, the new BFSC, MSQI and other programs to which we applied for the 2015-2016 (High School Bound, Teen Thursdays, Urban Advantage, NY Historical Society, Lincoln Center)</p>	<p>All teachers</p>	<p>Summer 2015 and early fall 2016</p>	<p>Admin. and team leaders</p>
<p>Attend content PD regularly both in-house and off-site to build content knowledge and best teaching practices in the field.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Admin.</p>
<p>Staff will meet regularly in content-based professional learning communities to turnkey PD, share best practices, and to engage in collaborative inquiry through Collaborative inquiry will be the crux of this work for improvement.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Admin. and team leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>4 Teacher Leaders as per the Teacher Incentive Fund</p> <p>20 per diem days to serve as coverage for teachers to attend off-site PD or to engage in in-house intervisitations and debrief</p> <p>Common planning embedded within the schedule to allow for articulation and alignment</p>

Curricular materials to support the work and to supplement the curriculum (Lit Life, PD toolkit, CMP2, text sets, Living Environment Regents prep, IA Regents prep, History Alive, etc.

150 hours of per session for curriculum development, planning, data analysis, team meetings, etc.

Form content-based partnerships to support this work

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016 with a 1.0 increase by June 2016. Additionally we will compile all MOSL data from the September 2015 benchmark, will conduct data analysis and will administer a simulated mid-year MOSL assessment in January 2016 to track progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

- Classroom Observations utilizing Charlotte Danielson’s Framework for Teaching rubric
- Danielson Self-Evaluation Survey Data
- Data from most recent Quality Review (2012-2013)
- Data from Learning Environment Survey
- City-Wide Instructional Expectation Document
- Feedback from TIF PICs and DT teachers
- ADVANCE data
- MOSL and MOTP data
- Year-End Summative Conference reflection tool data
- Review and reflection from 2014-2015 PD plan

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, the school administration will create a professional development plan for staff that will allow for differentiated, targeted and fluid professional development on a regular basis which will result in 40% of the teachers improving one category in their MOTP/HEDI score in Domains 1 and 3.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Analyze and track ADVANCE data by utilizing reports to track teacher growth, areas of strength and areas of need. Utilize this information to craft a PD plan that is differentiated and fluid. Couple this with a needs assessment that teachers will take regarding their PD needs and wants.</p>	<p>All teachers</p>	<p>July 2015- June 2016</p>	<p>Admin.</p>
<p>Work with Superintendent, Bronx BFSC and DOE Central to determine overall PD plan for the District and DOE as a whole. Work to marry our school-based PD with system-wide goals.</p>	<p>All teachers</p>	<p>July 2015- June 2016</p>	<p>Admin.</p>
<p>Contract with PD providers to supplement PD that can be rendered in house. Concentrate on ELA consultants (Lit Life) to support the implementation of Core Ready, math point people from the BFSC to support constructivist math and identify outside agencies to assist with the Arts, science and social studies.</p>	<p>All teachers</p>	<p>July 2015- June 2016</p>	<p>Admin. and team leads</p>
<p>Monitor and revise PD plan all year.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Admin.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Need to utilize embedded professional development time on Mondays and Tuesdays.</p> <p>Need to train and use TIF teachers to render PD.</p> <p>Utilize DOE PD modules and PD Handbook</p> <p>Work with Interschool coach on techniques and strategies</p> <p>Copies of Danielson Framework</p> <p>ADVANCE reports</p>

Use of Talent Coach

Use of MOSL specialist

Partnerships with outside agencies

Hire Lit Life Consultant to support ELA work

Utilize the District and BFSC support

MSQI and TIF funding

MSQI PDs and toolkit

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016 with a 1.0 increase by June 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and 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.
 - SLT and PTA needs assessments and anecdotal evidence/notes
 - DOE Learning Environment Surveys
 - Community School Needs Assessment and asset mapping

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, the school will partner with East Side House (CBO) , as part of the Chancellor’s Community School movement which focuses on socio-emotional development for students and their families, strong family-community-school ties and increase attendance, to increase the level of parent participation in our school as well as the number of positive school-wide events we hold per year. This will be measured by having an increased number of family members attend events (PTA, SLT, Conferences, etc.) as evidenced by the comparison of the number of participants noted on 2014-2015 sign-in sheets verse 2015-2016 sign-in sheets. We will also increase the number of school wide events we hold per year from five in 2014-2015 to 10 in 2015-2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
CBO, East Side House, in partnership with the school will conduct a needs assessment as well as asset mapping. Based on the needs of our families coupled with the assets in the community this will drive our work.	School Community (ie parents, scholars, local businesses, staff)	July 2015- June 2016	CBO Community School Coordinator
Hold a Community School kick-off carnival as we did in 2014-2015 to galvanize the community and garner parent engagement.	School Community (ie parents, scholars, local businesses, staff)	July 2015- June 2016	CBO Community School Coordinator
Craft a year-long plan for parent involvement. Schedule at least 10 family events for the year that focus on positive contributions from scholars and the community.	School Community (ie parents, scholars, local businesses, staff)	July 2015- June 2016	CBO Community School Coordinator
Continue with our Super Tuesday parent engagement workshops and offer incentives to scholars and families for attendance.	School Community (ie parents, scholars, local businesses, staff)	July 2015- June 2016	Admin and teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>AIDP funds per Chancellor’s Community School initiative.</p> <p>Work with CBO, East Side House</p> <p>Funds and materials for attendance initiatives</p> <p>UFT Contract for Tuesday parent engagement time</p> <p>SLT funds and parent engagement funds</p>

Utilize PTA and SLT as a resource.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will conduct ongoing monitoring of parental involvement including their attendance at school events. By January 2016 we will track our parental attendance and compare it to that for 2014-2015. We will expect to see an increase in participation. Additionally by January 2016 we will have had at least five school-wide events that involve parents and the community.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRP Level, ELA Summative Assessments, Baseline assessments	Strategic Reading Period-WRS, Achieve 3000, My On, Book Clubs, Guided Reading Pull-out AIS program	Small group tutoring or instruction	Strategic Period= Five days per week during Period 5; all scholars and all teachers plus support staff. AIS=Daily during school day Tutoring=three-days per week before school and after school
Mathematics	NYS Math Data-Level 1 and low Level 2 and baseline assessments	Pull-out AIS program and mathematical fluency during Tier I instruction	Small group tutoring or instruction	AIS=Daily during school day Tutoring=three-days per week before school and after school Math Fluency=Tuesdays in math class
Science	Course Grades	Strategic Tutoring	Small Group, special programs, clubs	Before School Tuesday-Thursday and after school
Social Studies	Course Grades	Strategic Tutoring	Small Group, special programs, clubs	Before School Tuesday-Thursday and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommendations via the PPC, SBST or student success summit meetings	Individual or small group counseling, SAPIS groups, peer mediation, and referrals to CBO services	One-to-one or small group	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
<ul style="list-style-type: none"> • 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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 80 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. We aim to form more content-based partnerships this year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

N/A

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
- Use of School Net to render standard specific assessments
- Use of Engage NY
- 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	177,489.00	X	Section 7
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,670,071.00	X	All sections

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Urban Institute of Mathematics in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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. 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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) Template

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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 1st 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 08	Borough Bronx	School Number 371
School Name Urban Institute of Mathematics		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Jennifer Joynt	Assistant Principal Joseph Martin
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher TBD- Currently hiring	School Counselor Carlos Contreras
Teacher/Subject Area Douglas Koeber/Social Studies	Parent Joann Filomio
Teacher/Subject Area Clare Lovelace/IEP Teacher	Parent Coordinator Christina Andino
Related-Service Provider Jennifer Perugini	Borough Field Support Center Staff Member ?
Superintendent Dr. Karen Ames	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	269	Total number of ELLs	15	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	0
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0	0	0	0	0	0	0
DL	0			0	0	0	0	0	0	0
ENL	9	1	0	5	0	0	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							10	3						0
Chinese							1							0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Greek							1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							3		1					0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)							3	1						0
Commanding (Proficient)							2	1						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							4	1	0					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	5		2						0
7	1		1						0
8	1								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	1								0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 fifteen ELLs are "at risk" as per the DRP. As such, these scholars will be placed into our Tier III targeted intervention classes (Wilson Just Words and Blitz Phonics) to aid with decoding and reading comprehension. Our ESL teacher will work with this population on phonics, grammar, and syntax as well.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 four performing in the second quartile. NYSESLAT data is inconclusive as RLAT report does not provide results for all of our ELLs. Of the NYSESLAT data that we do have we have ELLs performing on all levels (B, I and A).
- 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. Additionally our ESL teacher sets goals for our ELL population and works, via our ENL program, to get scholars to achieve these goals.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Anecdotal data shows that our ELL scholars can speak English fluently but struggle with reading and writing fluently in English. Our ESL instruction, as well as our Tier 1 ELA instruction, focuses on these strands with our scholars. We do not participate in the ELL periodic assessments. Data shows that our ELL scholars are reading below grade level. Eleven out of our fifteen 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 or the NYSESLAT.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
All scholars, including ELLs, participate in our RtI model. Daily all scholars are scheduled for an RtI 50-minute 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 Stari. These are fluid groupings which allow scholars to move between groups depending on data.
6. How do you make sure that a student's new 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. Teachers take cultural background and ENL status into consideration when designed differentiated lessons. Our ESL teacher pushes into classes to offer support and to scaffold lessons as needed. It is understood that these scholars are learning the language as they also learn the content. As such, we differentiate the curriculum and the intended outcomes.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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. Ultimately we evaluate our program by analyzing scholars growth on the NYSESLAT and CCLS assessments.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
We offer translation services at intake. 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 HLIS is administered to all new NYS admits as well as those who have not been in a NYS public school for 2 or more years. The NYSITELL and formal initial assessments are administered within the ten day mandate by our ESL teacher who has an ESL license. The NYSITELL is administered to scholars whose home language is not English and who are deemed eligible. Other than our ESL-certified ESL teacher, no other pedagogues are certified in TOSEL or ESL. If a child has an IEP our IEP teacher (certified in special education) forms our Language Proficiency Team (LPT) and we review the IEP. We administer the Spanish LAB for Spanish-speaking ELLs.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Our LPT coordinator assigns diagnostic assessments and collects student work samples from the scholar. She also administers a SIFE questionnaire to the scholar as well as the family. Our LPT then convenes to review the survey as well as the work samples. SIFE status is determined. Parents may request a re-identification review within 45 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
LPT Members:
Mildred Sierra-Secretary
Jennifer Joynt-Principal
TBD-ESL Teacher
Doug Koeber- Teacher/ESL Coordinator/ESL compliance
Clare Lovelace-IEP Teacher

Once it is determined that a new admit has an IEP our IEP Teacher convenes the LPT. The LPT convenes to review the IEP and to review work samples. Our LPT works to determine NYSITELL eligibility for these scholars. A scholar's parent/gaurdian is involved int his proccess and translation services are offered if needed. We use Appendix EPRG for SIFE identification if necessary. Families have 20 days to accept or reject the LPT recommendation. We follow all timelines for service placement.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Our ESL teacher and secretary work in conjunction in effort to ensure that this occurs. The ESL teacher distributes entitlement letters, collects returned letters and maintains them. A copy of all letters are also maintained in the scholar's cummlative record folder in our main office. Our ESL teacher 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. We correspond in a parent's perferred language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Once we determine ELL status our ESL teacher sends the entitlement letter of ELL status notification within 5 school days letting families know the results. This status notification letter also states that families have the right to appeal the ELL status within 45 days of enrollment. We utilize the standard letters which are posted on the DOE website. We correspond in a parent's perferred language. Copies of all letters and corresspondences are kept on file in the scholar's official file in our main office.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In early September, our ESL-certified ESL teacher 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 (5%) 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. We understand that we must offer a TBE or DL program if we have the number of students to support this program. Currently we do not. Our ESL teacher informs parents of their rights if they desire such a program. If we reach the target number of scholars needed to open a TBE or DL program our ESL teacher is in charge of contacting all families who requested such a program. All outreach is done in the families preferred language. We understand that the default program is bilingual when the survey is not returned.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our ESL teacher and secretary work in conjunction in effort to ensure that this occurs. The ESL teacher distributes entitlement letters, collects returned letters and maintains them. A copy of all letters are also maintained in the scholar's cummlative record folder in our main office. Our ESL teacher 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. Our ESL teacher is charged with monitoring parents' program choices and adhering to all guidelines.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
With such few ELL scholars this is an easy process. We keep a running log as to who has returned their forms. We will contact parents regularly in order to get them to complete the forms. Usually we will call parents into the school to complete the forms on the spot if we are having difficulty getting them returned. Our ESL teacher is in charge of this and communication is done in a families preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our ESL teacher and secretary work in conjunction in effort to ensure that this occurs. The ESL teacher distributes entitlement letters, collects returned letters and maintains them. A copy of all letters are also maintained in the scholar's cummlative record folder in our main office. Our ESL teacher 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. Communication is done in a families preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our ESL teacher is responsible for retaining all documentation. All documentation is retained in the scholar's cummlative record folder in our main office and as such all staff members have access to this information.
11. 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 RLER and RLAT reports to determine eligibility. All four components of the exam are administered. The Principal oversees this process.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our ESL teacher handles this. Again, by having only 15 scholars who are ELLs this is not a difficult process. She reviews all documentation and multiple points throughout the year and ensures timely information goes out to families as necessary. All communication is done in the family's preferred language. Our ESL teacher is alerted if a new child enters the school and the intake procedure is started.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- With such few ELL scholars enrolled each year (roughly 5% 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. The trend shows that most families prefer free-standing ESL programs. We have never had a parent select a bilingual program. We have 100% return rate on the surveys so we do not have anyone default to bilingual. Parent offerings are done as per ASPIRA Consent Decree.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- a. Freestanding ENL program.
Based on a child's ENL status services are rendered. We follow all requirements as per CR Part 154.2. We offer stand-alone ENL instruction as a pull-out program for scholars who need this service. Our ESL teacher also pushes into classes as part of our integrated teaching model. All ELLs are grouped together on each grade level so that services can be more easily rendered to the group.
- b. TBE program. *If applicable.*
Paste response to questions here:
- c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We adhere to all time requirements and program models as per the chart below. Our ESL certified ESL teacher renders all stand-alone services when applicable and scholars who require this service have their ENL classes programmed in STARS. When an integrated model is needed for our emerging, transitioning, expanding and commanding scholars we use two certified teachers to certified these scholars. Our ELA certified teacher co-teaches with our ESL certified teacher during our integrated model. STARS programming reflects the appropriate number of minutes given each individuals status.
3. Describe how core content is delivered in each program model. 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. Core Ready 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. ENL teacher offers supports by providing scaffolding and differentiation.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here:
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. The NYSESLAT assesses all four modalities. We conduct a baseline assessment in the fall and a benchmark mid year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our ESL teacher meets with these various groups together as well as separately at times and always adheres to the mandated amount of instructional minutes required for each group. She uses data to track progress and arrange groupings. Classroom teachers are made aware of this data as well and utilize it to plan daily instruction. 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. Our ESL teacher plans collaboratively with the core teachers to ensure that this occurs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Sound pedagogical approaches will continue to be utilized at all times regardless of ELL status for all scholars. As we do for all scholars, data is used to track and monitor progress in all content areas. We will utilize our RTI period to ensure that scholars maintain their academic progress. Scholars will be placed in an appropriate RTI class based on their level of need and performance. Our ESL teacher handles this process and has been trained on it.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Differentiated instruction, UDL, RTI, and level-based resources, including technology are used. 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 (Core Ready and CMP3), these scholars receive Tier III ELA intervention daily for 50-minutes. These intervention programs focus on English language acquisition. We also use iPads to provide support.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. We realize that special education is not a placement. Our scholars are integrated with their non SWD peers.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

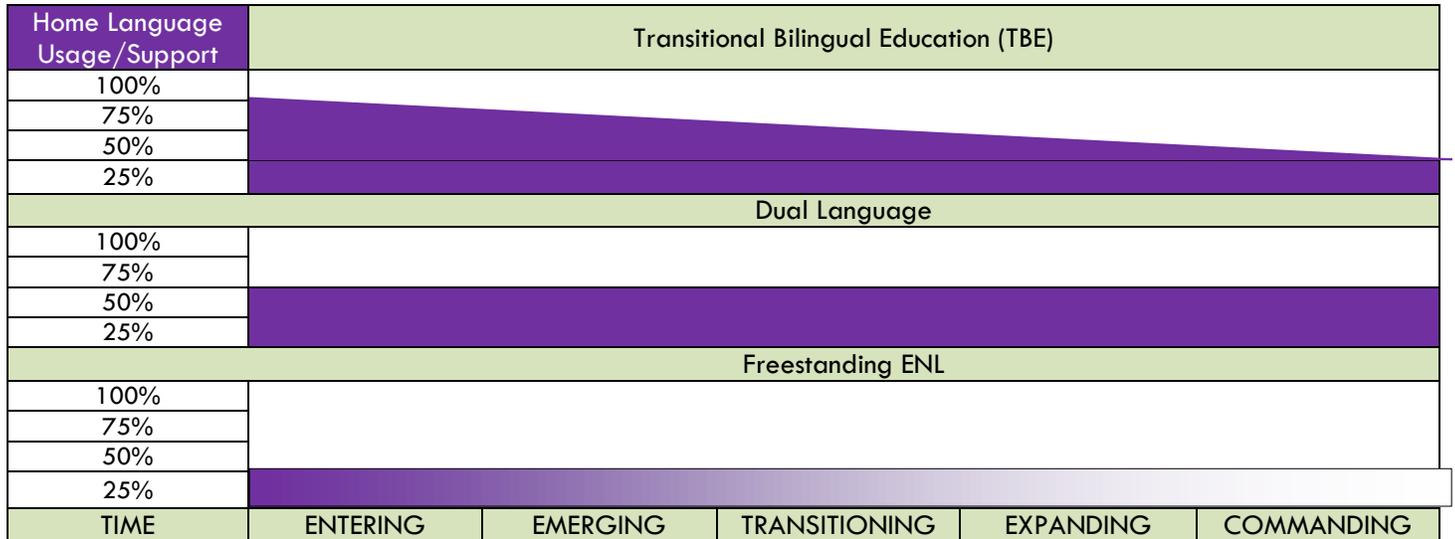


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 50-minutes. These programs consist of Wilson Reading System, Wilson Just Words, STARI, MyOn, 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. Targeted intervention in science and social studies occurs during the push-in and pull out ESL period. All programs are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Teachers are informed that they have ELL scholars in their classrooms and work in conjunction with the ESL teacher to craft a program that fits the needs of our ELL scholars. In ELA and math we do consistent tracking of performance data that utilizes benchmark assessments throughout the year. Our ELL scholars historically have shown an increased performance on class work, grades and DRP levels but this does not translate to the NYSESLAT. All teachers are provided with the mandated amount of professional development hours regarding ELL instruction.
12. What new programs or improvements will be considered for the upcoming school year?
We will be adding the integrated ENL model as per CR Part 154. We will also be hiring a new ENL teacher this year.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. 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. All communication is rendered in a family's preferred language.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Materials are translated into native languages when necessary. ESL teacher aids with teaching strategies.
17. Explain how the school ensures all required services/resources support and 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, STARI, and Achieve 3000 to support needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Welcome packet and family handbook, orientation by ESL teacher and an advisor assigned to each scholar for three years. Parent meetings are hosted by our ESL teacher.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As a school we have a year-long professional development plan for all teachers. As part of this plan we understand that 15% of all total PD hours must focus on ELL-specific PD for all teachers. Additionally we understand that 50% of the total hours for ENL/ESL teachers must focus on ELL-specific PD. We will meet all of these requirements.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers participate in professional development sessions on Monday afternoons (80 minutes) and convene teacher team meetings on Tuesdays (70 minutes). During this time teachers participate in inquiry teams, CCLS-aligned curricular PDs (Core Ready, CMP3), Danielson Framework PDs, etc. ELL and special education strategies are incorporated into all PD opportunities. We will work with the ESL point-person at our Bronx Borough Field Support Office to enhance our training of teachers regarding their ELL learners. Additionally our ENL/ESL teacher will be allowed to attend DOE centrally offered PD on a regular basis.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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.
All training received from the BFSC 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. A welcome meeting is held for all new families by our ESL teacher.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teachers participate in professional development sessions on Monday afternoons (80 minutes) and convene teacher team meetings on Tuesdays (70 minutes). During this time teachers participate in inquiry teams, CCLS-aligned curricular PDs (Core Ready, CMP3), Danielson Framework PDs, etc. ELL and special education strategies are incorporated into all PD opportunities. We will work with the ESL point-person at our Bronx Borough Field Support Office to enhance our training of teachers regarding their ELL learners. Additionally our ENL/ESL teacher will be allowed to attend DOE centrally offered PD on a regular basis. We keep a copy of our professional development plan on site along with all agendas, signature sheets and support materials.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents partner with the school via PTA, SLT, Title 1 Committee, CBO initiatives and LAP initiatives. We hold many initiatives that foster parental involvement throughout the year. We partner with the Phipps Beacon CBO as well as East Side House Settlement 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, etc

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

We regularly administer needs assessment surveys to gauge the needs and interests of our students and parents. Our parent coordinator holds regular parent meetings and workshops. Each Tuesday we conduct a school-based parent workshop (Super Tuesdays) on various topics based on the results from our surveys. All agendas, signature sheets and supporting materials are kept on file at the school. Translation is always provided in Spanish. If another language is required we ask parents to let us know two days in advance and we will provide phone translation.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Super Tuesday workshops are open to all parents, including parents of ELLs. We offer translation services at all meetings as necessary. Our PC often renders involvement activities for parents and offers translation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with two CBOs, Phipps Corporation and East Side House Settlement, who specifically offer workshops to all parents and ELL parents in particular. Our Beacon program offers a regular ESL class at night for parents. Translation services are offered.

5. How do you evaluate the needs of the parents?

We regularly administer needs assessment surveys to gauge the needs and interests of our students and parents. Our parent coordinator holds regular parent meetings and workshops. Each Tuesday we conduct a school-based parent workshop (Super Tuesdays) on various topics based on the results from our surveys. All agendas, signature sheets and supporting materials are kept on file at the school. Translation services are offered.

6. How do your parental involvement activities address the needs of the parents?

We regularly administer needs assessment surveys to gauge the needs and interests of our students and parents. Our parent coordinator holds regular parent meetings and workshops. Each Tuesday we conduct a school-based parent workshop (Super Tuesdays) on various topics based on the results from our surveys. All agendas, signature sheets and supporting materials are kept on file at the school. Translation services are offered.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Urban Institute of Mathematics**

School DBN: **08X371**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Joynt	Principal		7/15/15
Joseph Martin	Assistant Principal		7/15/15
Christina Andino	Parent Coordinator		7/15/15
TBD	ENL/Bilingual Teacher		7/15/15
Joann Filomio	Parent		7/15/15
Douglas Koeber	Teacher/Subject Area		7/15/15
Clare Lovelace	Teacher/Subject Area		7/15/15
	Coach		1/1/01
	Coach		1/1/01
Carlos Contreras	School Counselor		7/15/15
Dr. Karen Ames	Superintendent		7/15/15
TBD	Borough Field Support Center Staff Member _____		7/15/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X371**

School Name: **Urban Institute of Mathematics**

Superintendent: **Dr. Karen Ames**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 who are bilingual 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 including translation services. Outside of Spanish we have one family who speaks Chinese and one family who speaks Greek, with a preferred language of English. We do conduct regular surveys and offer those surveys in all necessary languages.

We utilize data and various methodologies to assess language preferences of the parent community for both written and oral communication. We analyze Part III of the Home Language Identification Survey(HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school. From there we create a report that we update regularly with the languages that parents speak, by class and grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred language for a large majority of my families is English with Spanish being the next dominate language. As such, we translate all documents into spanish and send both versions home to

families. We have one family who speaks Chinese as their preferred language and we offer translation services to this family.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Handbook-Distributed at Orientation in June and again in September
Flyers (trips, events, special programs)-distributed throughout the year
Newsletters-Distributed once per marking period (6 times per year)
Parent-Teacher Conference Notices-Distributed four times per year (Sept., Nov., March and May)
Testing dates-Distributed in the fall and then again in the spring
SLT and PTA letters/memos-Distributed monthly
Parent Surveys-Distributed three times per year
Parent Workshop Calendar-Distributed in the fall

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Four formal parent-teacher conferences-September, November, March and May
Parent Engagement Tuesday Meetings-Every Tuesday parents can come to meet with teachers from 2:35-3:15 pm
We hold various curriculum workshops each Tuesday from 2:35-3:15 pm
Our attendance teacher, guidance counselors, PC, administration and teachers call parents regularly or communicate with them via email or Engrade (online gradebook)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our assistant principal, parent coordinator, secretary and guidance counselor are all bilingual and rotate translating documents. All English to Spanish translation is done in-house as part of the aforementioned staff member's regular duties. Many DOE centrally issued documents are already translated on the DOE website and do not require school staff to translate. In the case of our Chinese speaking family, we use a family member to translate orally. When needed we will contract with the Translation and Interpretation Unit to render services to this family.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our assistant principal, parent coordinator, secretary and guidance counselor are all bilingual and conduct all verbal outreach to families who prefer Spanish. The aforementioned staff members or other Spanish speaking staff members attend any meetings, conferences, etc if interpretation is needed. In the case of our Chinese speaking family, we use a family member to translate orally. When needed we will contract with the Translation and Interpretation Unit to render services to this family.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our staff handbook contains a section regarding translation and interpretation. The handbook is reviewed at an initial faculty conference at the beginning of the year. Staff members receive all DOE issued materials on the topic. This is also discussed at all grade team meetings, specifically when speaking about scholars who require these services. We offer at least one PD opportunity per year on translation and interpretation. All teachers receive a copy of the "I speak" card for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All DOE materials will be posted, made available and will be sent home. Our Parent Coordinator will also keep copies of this material in her office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We issue parent surveys three times per year.