2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

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

School Name: URBAN INSTITUTE OF MATHEMATICS

Principal: JOSHUA PARTRIDGE
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans
   - Section 5A Framework for Great Schools Element - Rigorous Instruction
   - Section 5B Framework for Great Schools Element - Supportive Environment
   - Section 5C Framework for Great Schools Element - Collaborative Teachers
   - Section 5D Framework for Great Schools Element - Effective School Leadership
   - Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Urban Institute of Mathematics</th>
<th>School Number (DBN):</th>
<th>08X371</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
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</tr>
<tr>
<td>Grades Served:</td>
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<tr>
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<td></td>
<td>650 Hollywood Avenue, Bronx, NY 10465</td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td></td>
<td>718-823-6042</td>
<td></td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td>718-823-6347</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Joshua Partridge</td>
<td>Email Address:</td>
<td><a href="mailto:JPartridge@schools.nyc.gov">JPartridge@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td></td>
<td>Joshua Partridge</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td></td>
<td>Michael Loeb</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>OzdenJarski</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
<td>Donna Torres</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Stacey Bustamante</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td>NilkaRivera-East Side House Settlement</td>
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District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>08</th>
<th>Superintendent:</th>
<th>Dr. ErikaTobia</th>
</tr>
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<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1230 Zerega Avenue, Bronx, NY 10462</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:Etobia@Schools.nyc.gov">Etobia@Schools.nyc.gov</a></td>
<td></td>
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</tr>
<tr>
<td>Phone Number:</td>
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<td>Fax:</td>
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Field Support Center (FSC)

<p>| FSC: | Bronx | Executive Director: | Jose Ruiz |</p>
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<tr>
<th>Executive Director’s Office Address:</th>
<th>1 Fordham Plaza, Bronx, NY 10458</th>
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<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:Jruiz2@schools.nyc.gov">Jruiz2@schools.nyc.gov</a></td>
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<tr>
<td>Phone Number:</td>
<td>718-828-7776</td>
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<td>Fax:</td>
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**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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Partridge</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michael Loeb</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ozden Jarskie</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Stacey Bustamante</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Nilka Rivera</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Donna Torres</td>
<td>Member/ Teacher/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Michelle Ocasio</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Tara Guistino</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Betzaidalappe</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/CSA Rep</td>
<td></td>
</tr>
<tr>
<td>Arah Lewis</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1.</th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
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</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Urban Institute of Mathematics, UIM, is a 6-8 middle school consisting of about 390 scholars located in the Throgs Neck section of the Bronx. Our school was founded by the former principal and current assistant principal in 2007. Our STEAM-focused school is situated on the fourth floor of the IS 192 campus. Our campus consists of one other middle school and one elementary school.

UIM is a member of the first cohort of the Middle School Quality Initiative (MSQI) putting us into the eighth 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 (SRP) for all scholars in our school. We adopted the Core Ready reading and writing curriculum during the 2015-2016 academic year and will continue with this in the 2018-2019 year. Through this work period, we partner with MS 101, another District 8 school, and LitLife consultants who render PD to both our ELA staff as well as the administration. This year we will add Ready and IReady to increase our time on text during our SRP period.

In an effort to improve our achievement scores in mathematics we partnered with the National Training Network (NTN) in the 2015-2016 academic year and will continue this work in the upcoming school year. We have adopted a C (concrete)-V (visual)-A (abstract) model of teaching math at UIM which is an inquiry-based approach to learning. NTN, a company founded on constructivist ideas in mathematics, will help us drive this work with the help of consultants and their KEMS and KEAS curriculum. Our NTN consultant works with our math department on best practices in teaching mathematics as well as curriculum mapping, pacing and the high-frequency standards. Like in ELA, we partner with MS 101 in the area of math as well. Additionally, we have a math team at UIM that aims to highlight scholars who have a liking for mathematics. This year we will add Math Ready and Math I Ready to increase our time on task during our Strategic Math period.

Beyond the core subjects of ELA, mathematics, science and social studies, we aim to continue our partnerships and grants from the 2017-2018 academic year. Some partnerships include New York Road Runners Club, CHAMPS sports, Solar One, Bio Bus, Makeosity, Thurgood Marshall Mock Trial, MSQI debate league, Woodlawn Leadership Legacy Program, LeAp, New Victory Theatre, Lincoln Center and the Metropolitan Museum of Art, to name a few. Through these partnerships we are able to bring both in-school and after school opportunities to our scholars at UIM. After school we offer such things as Portfolio Art, musical theater, improv comedy, tutoring, Mock Trial, Lego Robotics, Chess, Car Modeling, SHSAT prep courses and much more. We offer a zero period to our scholars for more time on task. During the zero period, called Early Morning Start, we offer science, math and ELA tutoring across all three grades.

UIM was selected to be a part of the Chancellor’s Community School initiative that revolves around developing Community Schools and improving attendance. We are partnered with the Mott Hall Community School, the other middle school on our campus, in this work. Through this work we have a renewed focus on attendance and the interventions we employ. We have partnered with East Side House Settlement (CBO) around this work and currently employ a Community School Director, two student advisers, a parent resource specialist and a social worker to focus on community building, mental health, and the social-emotional welfare of our school community. Through this work we track attendance daily, have advisors who 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. An additional element of this work will be to enhance our after school programming with the help of East Side House and SONYC. 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. Our SONYC program is STEAM focused and is in line with our school mantra, “Full STEAM Ahead”.

In terms of academics, we are a school in Good Standing with NYS. In 2018, the following were our ELA proficiency percentages: 52% of our 6th graders (up from 40% the previous year), 45% of our 7th graders (down from 51% the previous year) and 60% of our 8th graders (down from 62% the previous year). In mathematics the numbers are as follows for 6th-8th grade respectively: 21% (down from 26% the previous year), 25% (down from 38% the previous year), and 34% (up from 21% the previous year). We continually focus on the academic growth of our scholars in addition to proficiency levels. In all Core Classes we use baseline exams to gauge our entry point and end line exams to determine progress.

3. Describe any special student populations and what their specific needs are.

About 20% 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. This targetted instruction happens during the Strategic Math, Reading and Science Periods specific to each individual scholar's needs and groups are updated every marking cycle based on most recent data points. Data shows that we are inconsistent with this population and need to do a better and more measurable job with this cohort of scholars. In 2017-2018 we used a departmentalized method of instruction with our scholars in our special education cohort and we will continue with this in 2018-2019. We aim to place scholars in the least restrictive environment and have added three ICT classes to our school to allow for this. In addition to ICT we offer self-contained classes (12:1 and 12:1:1), SETSS, and related services. About 7% of our scholars are ELLs. We offer both push-in and pull-out services to these scholars via a certified ESL teacher.

4. Identify 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.

Data shows that we need to strengthen our work in the area of mathematics (Rigorous Instruction). We will also continue to improve our work in the area of ELA (Rigorous Instruction). Our strategic 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 sixth year in having this strategic period we aim to strengthen this work and enhance our Tier I instruction while adding Ready and I ready to increase time specific time on targeted small group instruction. We also aim to integrate Making Thinking Visible (Ritchhart, Church and Morrison) strategies into all classrooms (Supportive Environment). In order to make these shifts in pedagogy we also need to focus on our work in the area of Collaborative Teachers. By continuing with Professional Learning Communities and offering solid professional development opportunities we allow teachers to hone their skills and improve their practice. Finally, we continue to work towards improving parent participation in our middle school (Strong Family-Community Ties). While we certainly have trust and a strong home-school connection we aim to increase the amount of parent involvement and the number of parent participants at our school events. We aim to create sub-committees to enhance our family-community ties.
## School Demographics and Accountability Snapshot for 08X371

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>06, 07, 08</td>
<td>350</td>
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### English Language Learner Programs (2018-19)

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<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tbody>
<tr>
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### Special Education Programs/Number of Students (2015-16)

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<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
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### Types and Number of Special Classes (2018-19)

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<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Dance</th>
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<tr>
<td>22</td>
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<td></td>
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<td></td>
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### School Composition (2017-18)

- **% Title I Population:** 77.0%
- **% Free Lunch:** 66.6%
- **% Limited English Proficient:** 6.9%
- **% White:** 16.0%
- **% Black or African American:** 12.3%
- **% Hispanic or Latino:** 65.7%
- **% Asian or Native Hawaiian/Pacific Islander:** 4.0%
- **% Multi-Racial:** 2.0%

### Racial/Ethnic Origin (2017-18)

- **American Indian or Alaska Native:** 1.1%
- **Black or African American:** 12.3%
- **Hispanic or Latino:** 65.7%
- **Asian or Native Hawaiian/Pacific Islander:** 4.0%
- **Multi-Racial:** 2.0%

### Student Composition (2018-19)

- **% of Students with Disabilities:** 21.1%
- **% Teachers with No Valid Teaching Certificate:** 29%
- **% Teaching Out of Certification:** 6.6
- **Average Teacher Absences (2014-15):** 6

### School Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4:** 52.3%
- **Mathematics Performance at levels 3 & 4:** 26.5%
- **Science Performance at levels 3 & 4:** 10%

### School Performance for High Schools (2016-17)

- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **6 Year Graduation Rate (2011 Cohort):** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

### Overall NYSED Accountability Status (2018-19)

- **Reward:** No Recognition
- **In Good Standing:** Yes, Local Assistance Plan
- **Focus District:** Yes, Focus School Identified by a Focus District
- **Priority School:** No, Focus Subgroups

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td></td>
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<tr>
<td>White</td>
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</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
</tr>
</tbody>
</table>

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

### Met Adequate Yearly Progress (AYP) in Science (2016-17)

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

### Met Adequate Yearly Progress (AYP) in ELA (2017-18)

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

### Met Adequate Yearly Progress (AYP) in Mathematics (2017-18)

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** N/A
- **Economically Disadvantaged:** N/A

### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

- **American Indian or Alaska Native:** N/A
- **Hispanic or Latino:** N/A
- **White:** N/A
- **Students with Disabilities:** 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc.

Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 Degrees of Reading Power scores (DRP) strategic reading period (SRP). Scholars engage in Strategic reading, math and science periods and will receive instruction specific to their needs based on most recent assessments. We will use the Google docs to track the growth of the targetted students with the goal of returning them to grade level proficiency.

Beyond the core subjects, all 6 graders receive physical education and visual art, all 7th graders receive Spanish, theater, health and physical education and all 8th graders receive an Art elective, Spanish, theatre and physical education.

On our most recent QR (2015-2016) we received Well-Developed in three areas (1.1, 3.4 and 4.2) and two proficient (1.2 and 2.2). We need to continue to hone our work in the area of assessments and pedagogy. Additionally, as per ADVANCE, MOTP ratings show that more than half of our teachers continue to struggle with Danielson’s Domain #3. More improvement must be noted in competencies 3b, 3c and 3d.

We adopted the Core Ready curriculum in reading and writing in the 2015-2016 school year and will continue with this in the upcoming year. We will continue our work with our LitLife consultant to continue to improve our ELA instruction and ensure that we use the Reader’s and Writer’s Workshop with fidelity. We will continue to use the Teacher’s College Writing Pathways rubrics and checklists to assess writing in four distinct genres of study: narrative, poetry, argumentative and informational.

NYS test data shows that continued improvement with math is needed. Our proficiency scores need to be improved and as such we will continue our partnerships with NTN in the area of mathematics. Teachers, via surveys, state that they need more assistance with the inquiry or constructivist approach to teaching mathematics. They also need assistance with pacing.
Our most recent School Quality Snapshot (2017-2018) shows that 52% of students met State Standards on the State ELA exam. This outpaced the district as they performed at 28%. On our NYC School Survey we were rated at 85% in terms of rigorous instruction. As such our School Quality Guide has us at meeting our targets in the area of rigorous instruction.

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
  - Data from Learning Environment Survey
  - NYS test data
  - Student and Teacher Surveys
  - MOSL data

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June 2019, we will see at least a 5% increase in reading proficiency levels as measured by the Degree of Reading Power (DRP) assessment as a result of 3 assessment periods beginning in the fall, and ending in the spring.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA team and administration</strong> will meet with our consultant from Lit Life to craft an action plan for the 2018-2019 academic year.</td>
<td><strong>ELA Teachers and Admin.</strong> May/June 2018</td>
<td>Administration, Lit Life, and ELA Team</td>
</tr>
<tr>
<td><strong>ELA team and administration will revise our curriculum maps based on 2017-2018 data use Core Ready curriculum materials. This work will be done in consultation with our consultant from Lit Life. Focus will be placed on subgroups such as SPED, ELLs, lowest third, etc. Workshops rendered for parents on the ELA initiatives.</strong></td>
<td><strong>ELA Teachers and Admin.</strong> June/July 2018</td>
<td>Administration, Lit Life, and ELA Team</td>
</tr>
<tr>
<td><strong>Utilize four Peer Collaborative teachers on staff and consultants to model and mentor as needed. Focus will be placed on rigorous instruction and data driven instruction.</strong></td>
<td><strong>New teachers, teachers in need of support</strong> Sept – June 2019</td>
<td>PIC teacher</td>
</tr>
<tr>
<td><strong>Creating a year-long assessment plan which details dates of benchmark and baseline assessments</strong></td>
<td><strong>ELA Teachers and Admin.</strong> Complete in Sept. 2018</td>
<td>Administration, Lit Life, and ELA Team</td>
</tr>
<tr>
<td><strong>Add use of REady and I-Ready to our Strategic Period to target scholars on their specific needs in either math, science, or reading.</strong></td>
<td><strong>All 6th 7th and 8thgrade SRP teachers</strong> June 2018-June 2019</td>
<td>Coaches and administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops on Super Tuesdays to help parents gain a better understanding of rigorous instruction in terms of the Common Core. Workshops will focus on initiatives such as Core Ready, DRP assessments, etc. We will kick off this work in September 2018 so that we can outline the academic expectations for the year. Our PC will communicate with the parents by advertising the workshops via flyers, Robo Calls, text messaging, our website, etc.

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 classroom library materials), purchase READY and I Ready for three grade levels, contract with Lit Life to serve as our consultants in this work, Invest money to staff two teacher leaders, PD
time on Monday afternoons, Interschool coach, schedule appropriate time for ELA instruction in STARS (10 periods weekly), Danielson Framework, Per session funding for summer work to revise curriculum maps.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>X</td>
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<tr>
<td>X</td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 give the DRP assessment three times per year (September, January and June). We will allow the September assessment serve as our baseline, the January assessment will be the progress monitoring mid-point check and the June administration the end line assessment. We track DRP data over the course of each scholars' three year trajectory.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The Degrees of Reading Power assessment (DRP)

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

| Our Framework for Great School Report 2016 shows that UIM scored a 3.23 out of 5. This report also showed that only 76% of our students have an overall attendance percentage over 90%. |
| Most recent School Learning Environment Survey (NYC School Survey) reflects that 80% feel safe. |
| Most recent QR rated us Well Developed in indicator 3.4 which is consistent with our previous QR report as well. |

We added the Astor Mental Health clinic at the end of the 2015-2016 academic year and need to continue to bolster this for the upcoming academic year. Our Learning Environment survey shows that only 46% of our scholars say that teachers notice when students are upset or having emotional difficulty. Via our mental health clinic we need to find a better way to identify scholars and provide adequate services. We need to do a better job of targeting at-risk needs around counseling and conflict resolution as deficits in this area may lead to our lower attendance numbers.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, we will see a 2% increase in attendance as evidenced by attendance reports as a result of the school partnership with East Side House Settlement targeting chronically absent students.
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All scholars who need the service.</td>
<td>Summer/Fall 2018</td>
<td>Admin., Community School Coordinator, SONYC director, Woodlawn Cemetery</td>
</tr>
<tr>
<td>All scholars who need the service.</td>
<td>Sept. 2018-2019</td>
<td>Admin., Community School Coordinator</td>
</tr>
<tr>
<td>All scholars who need the service.</td>
<td>Summer/Fall 2018</td>
<td>Admin., Community School Coordinator, SONYC, guidance counselors</td>
</tr>
<tr>
<td>All parents</td>
<td>3 times per year</td>
<td>Astor, counselors, PC</td>
</tr>
<tr>
<td>All scholars who need the service.</td>
<td>Sept. 2018-2019</td>
<td>Admin., Community School Coordinator, SONYC</td>
</tr>
</tbody>
</table>

- **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 SONYC, and the Woodlawn Legacy Leadership Program.

- **Enact and embed peer mediation into the fabric of the school. Introduce the scholars to this service. Hold assembly in September 2018 to kick-off this initiative.**

- **Re-introduce our Mental Health Clinic, run by Astor, into the fabric of the school.**

- **Utilize our Pupil Personnel Committee (PPC) to refer scholars and their families to the clinic for services. Include the Astor social worker and family resource specialist in our PPC to make them a part of the conversation. Focus on students with disabilities and ENLs.**

- **Create mechanism to identify scholars in need of our peer mediation service as well as for our mental health clinic. Craft a work plan to determine when peer mediation is needed verse school-based at-risk counseling and when mental health services are needed as opposed to school-based counseling. PPC will review discipline, attendance, and anecdotal data to identify students for this work/program.**

- **Conduct parent engagement workshops to foster a supportive environment regarding mental health.**

- **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 and Astor.**
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

First it will take a grass-roots effort to ensure that parents feel supportive at our school. Open lines of communication and a welcoming school environment will aid parents in feeling a part of the school. Additionally, parent workshops on Super Tuesdays to help parents gain a better understanding of the Framework for Great Schools, particularly Supportive Environment. Workshops will focus on the Community School Initiative, our Astor Mental Health Clinic, as well as general offerings that our school has such as At-risk counseling, peer mediation, and a SAPIS worker. Our PC will communicate with the parents by advertising the workshops via flyers, Robo Calls, text messaging, our website, etc.

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.

Most funding will come out of funding from the Chancellor’s Community School initiative which includes specific funding for Mental Health and AIDP. Funds will be given to our CBO, East Side House Settlement, and they will financially sponsor this initiative in conjunction with Mott Hall, the other middle school on the campus. Guidance counselor, social worker and SAPIS worker will aid in the administration of this work. Our SAPIS worker and SBST social worker are centrally funded and my guidance counselor is partially centrally funded (mandated services). The remainder of her pay comes from FSF.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>C4E</td>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>X</td>
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<td>Other</td>
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</tbody>
</table>

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 2018 with the mid-year assessment in January 2019. We will constantly monitor attendance data, including the attendance heat map, and meet weekly with our attendance team to discuss next steps. A mid-point benchmark should show that we have less scholars in Tier 2 and Tier 3 in terms of days absent. The mental health survey should show an improved feeling about school.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

DOE ATS attendance reports.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As a school we pride ourselves on the professional development that has been rendered on the Danielson Framework since its adoption several years ago. We staff four Peer Collaborative Teachers (PCT) who render PD and serve as models or exemplars to the staff. As part of the Teacher’s Center i3 mentoring pilot we also have a tremendous amount of support for our newer teachers.

Each year we start off the year with a Danielson Self-Evaluation survey so that teachers can self-assess their areas of strength and weakness. From there we craft differentiated professional development plans to support improvement in targeted areas. These plans are reviewed at the mid-year point and new surveys are rendered. After each observation cycle the administration desegregates the data to see how we are progressing and to highlight trends and patterns. Observations are always done in a timely manner with feedback being rendered within about 48 hours. We utilize outside consultants/coaches to aid teachers with discipline-specific professional development all in relation to the Danielson Framework as well as a coach from the DOE’s Inter-School Office.

Another positive for us is our use of Intervisitations as a from of moving pedagogy in our school. We use data to group teachers into triads where they work together to improve their instruction in relation to one particular aspect of Danielson. They use intervisitation tools to serve as critical friends to each other.

We need to continue to improve our teaching in the area of lesson planning (1E). This can only be done through Collaborative work and the use of Professional Learning Communities (PLC). We need more schedule PLC time for teachers to meet with their peers as well as with their consultants.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
By the end of the 2018-19 school year, the Advance Data will illustrate a 3% growth of the teachers improving one HEDI rating in the Danielson Framework via ongoing professional learning within their content areas so as to improve instructional practices and promote high levels of student engagement.
### Part 3a – 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:

- Evidence-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).

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Summer 2018</td>
<td>Admin., PCTs, and team leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>Summer 2018 and early fall 2018</td>
<td>Admin., PCTs, consultants, and team leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2017-June 2018</td>
<td>Admin., PCTs, and team leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2017-June 2018</td>
<td>Admin., PCTs, and team leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>Fall 2017</td>
<td>Admin., PCTs, and team leaders</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018-2019</td>
<td>Admin., PCTs, and team leaders</td>
</tr>
<tr>
<td>New Teachers and mentors</td>
<td>September 2018-2019</td>
<td>Admin and mentors</td>
</tr>
</tbody>
</table>

#### Timeline

Craft PD plan for the 2018-2019 based on the needs of the staff. We will look specifically at Danielson/ADVANCE data from 2017-2018 when crafting this plan.

Focus on content-specific PD. Tap into content-based partnerships in this work. We will extend our partnerships with Urban Advantage (add two more teachers), NY Historical Society, Lincoln Center, MSQI debate league, MSQI in general, Bio Bus, Solar One, Light Sail, Makeosity, LeAp, Blended Learning, Lit Life, NTN, and Ready & I-Ready..

Attend content PD regularly both in-house and off-site to build content knowledge and best teaching practices in the field. Partner with MS 101 and Mott Hall Community school in the areas of ELA, math, science and social studies. Pool funds to expand our PD offerings in these areas.

Staff will meet regularly in content-based professional learning communities to turnkey PD, share best practices, and to engage in Collaborative Inquiry.

Teachers will complete Self-Assessments based on the Danielson Framework so that they can self-identify a point of entry for this work.

Utilize lesson planning protocols, such as the ATLAS protocol, to improve lesson planning (1E). Work in teams to analyze student work, assessments, tasks, and lesson plans. Utilize our District 8 Teacher Development and Evaluation Coach for support.

Work with Teacher Center i3 Mentoring project to assist newer teachers (year 1 or year 2) in familiarizing themselves with Danielson and in making improvements in 1E.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through PTA and SLT meetings parents will be made aware of the Danielson Framework and the evaluation tools used to evaluate teachers. Parents will also be made aware that teachers meet regularly to lesson plan and to improve
instruction. Through SLT we will review the budget to discuss how funds will be used to ensure instructional coherence and to funds our outside partners and consultants. Additionally, parent workshops on Super Tuesdays to help parents gain a better understanding of the Framework for Great Schools, particularly Collaborative Teachers.

**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.

<table>
<thead>
<tr>
<th>Fund four Peer Collaborative Teachers (PCT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff 3 i3 mentors who will receive training for free as part of a research study/pilot.</td>
</tr>
<tr>
<td>20 per diem days to serve as coverage for teachers to attend off-site PD or to engage in in-house intervisitations and debrief</td>
</tr>
<tr>
<td>Common planning embedded within the schedule to allow for articulation and alignment</td>
</tr>
<tr>
<td>Curricular materials to support the work and to supplement the curriculum (Lit Life, PD toolkit, KEMS, KEAS, I-Ready/Ready, Living Environment Regents prep, IA Regents prep, Core Social Studies curriculum (Passport to Social Studies), etc.</td>
</tr>
<tr>
<td>150 hours of per session for curriculum development, planning, data analysis, team meetings, etc.</td>
</tr>
<tr>
<td>Form content-based partnerships to support this work: Lit Life, I-Ready, NTN, New York Historical Society, Bronx Historical Society, MSQI, Lincoln Center, New Victory Theater, etc.</td>
</tr>
</tbody>
</table>

**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 | 21st Century Grant | || SIG | || 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 and Tableau reports to track progress. Teachers’ overall ADVANCE evaluation score should increase by at least .25 in component 1E by January 2019 with a 0.5 increase by June 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ADVANCE data

**Part 5c.** In February 2019, 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

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

As a school we pride ourselves on the professional development that has been rendered on the Danielson Framework since its adoption several years ago. We staff four Peer Collaborative Teachers (PCT) who render PD and serve as models or exemplars to the staff. As part of the Teacher’s Center i3 mentoring pilot we also have a tremendous amount of support for our newer teachers.

Each year we start off the year with a Danielson Self-Evaluation survey so that teachers can self-assess their areas of strength and weakness. From there we craft differentiated professional development plans to support improvement in targeted areas. These plans are reviewed at the mid-year point and new surveys are rendered. After each observation cycle the administration desegregates the data to see how we are progressing and to highlight trends and patterns. We utilize outside consultants/coaches to aid teachers with discipline-specific professional development all in relation to the Danielson Framework as well as a coach from the DOE’s Inter-School Office.

We excel in time management in terms of compliance around Danielson Framework and UFT mandates. All Initial Planning Conferences are held in a timely fashion within the first three weeks of September. Teacher Improvement Plans (TIP) are crafted in conjunction with teachers in late August/early September to outline solid, collaborate plans of action for improvement. Administrators create an observation planning tool that outlines all observations for the entire year with a 50/50 split between both administrators. Observations are always done in a timely manner with feedback being rendered within about 48 hours.

Another positive for us is our use of Intervisitations as a from of moving pedagogy in our school. We use data to group teachers into triads where they work together to improve their instruction in relation to one particular aspect of Danielson. They use intervisitation tools to serve as critical friends to each other.

We need to continue to improve our teaching in the area of Student Engagement (3C). This can only be done through Collaborative work and the use of Professional Learning Communities (PLC). We need more schedule PLC time for teachers to meet with their peers as well as with their consultants.
- Classroom Observations utilizing Charlotte Danielson’s Framework for Teaching rubric
- Danielson Self-Evaluation Survey Data
- ADVANCE data
- Year-End Summative Conference reflection tool data
- Review and reflection from 2017-2018 PD plan

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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.

By June 2019, there will be a 0.5 increase in the average score of Danielson Component 3C as measured by the ADVANCE rubric as the result of timely and actionable feedback.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Pay particular attention to the needs of new teachers and those with TIPs.</td>
<td>All teachers</td>
<td>July 2018-June 2019</td>
<td>Admin.</td>
</tr>
<tr>
<td>Work with Superintendent and team to determine overall PD plan for the District and DOE as a whole. Work to marry our school-based PD with District-wide goals. Focus paid on new core Social Studies curriculum, Core Ready (ELA), and KEMS/KEAS (math).</td>
<td>All teachers</td>
<td>July 2018-June 2019</td>
<td>Admin.</td>
</tr>
<tr>
<td>Contract with PD providers to supplement PD that can be rendered in house and off-site. Concentrate on ELA consultants (Lit Life and Teacher’s College), math consultants (NTN), Science Partnerships (Solar One, Urban Advantage), plus Arts grant partnerships. Structure consultant PDs on Monday afternoons during mandatory PD time. Split cost with neighboring schools (08X101 08x71 and 08X467) so that more dates can be allocated.</td>
<td>All teachers</td>
<td>July 2018-June 2019</td>
<td>Admin. and team leads</td>
</tr>
<tr>
<td>Craft Observation schedule for the year</td>
<td>Admin for teachers</td>
<td>July 2018-June 2019</td>
<td>Admin.</td>
</tr>
<tr>
<td>Schedule all Initial Planning Conferences in September and all End of Year Summative conferences in June</td>
<td>Admin for teachers</td>
<td>July 2018-June 2019</td>
<td>Admin.</td>
</tr>
<tr>
<td>Schedule time for common planning and PLC meeting time.</td>
<td>Admin for teachers</td>
<td>July 2018-June 2019</td>
<td>Admin.</td>
</tr>
<tr>
<td>Monitor and revise PD plan all year.</td>
<td>All teachers</td>
<td>July 2018-June 2019</td>
<td>Admin.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through PTA and SLT meetings parents will be made aware of the Danielson Framework and the evaluation tools used to evaluate teachers and how the administration factors into this. Observation models will be reviewed. Parents will
also be made aware that teachers meet regularly to lesson plan and to improve instruction. Through SLT we will review the budget to discuss how funds will be used to ensure instructional coherence and to funds our outside partners and consultants. Additionally, parent workshops on Super Tuesdays to help parents gain a better understanding of the Framework for Great Schools, particularly Effective School Leadership.

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.

**Fund four Peer Collaborative Teachers (PCT)**

Staff 3 i3 mentors who will receive training for free as part of a research study/pilot.

20 per diem days to serve as coverage for teachers to attend off-site PD or to engage in in-house intervisitation and debrief.

Common planning embedded within the schedule to allow for articulation and alignment

Curricular materials to support the work and to supplement the curriculum (Lit Life, PD toolkit, KEMS, KEAS, Living Environment Regents prep, IA Regents prep, Core Social Studies curriculum (Passport to Social Studies), etc.

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

Form content-based partnerships to support this work: Lit Life, I-Ready & Ready, NTN, New York Historical Society, Bronx Historical Society, MSQI, Lincoln Center, New Victory Theater, etc.

| **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 | 21st Century Grant | SIG | 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 and Tableau reports to track progress. Teachers’ overall ADVANCE evaluation score should increase by at least .25 in component 3C by January 2018 with a 0.5 increase by June 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ADVANCE data as per ADVANCE dashboard and Tableau reports.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In addition to the mandated SLT meetings, PTA meetings and four Parent-Teachers Conferences per year, we aim to hold several family and community events over the course of the year. Every Tuesday we host "Super Tuesday" workshops on a series of high-interest topics such as curriculum, partnerships, technology, high school articulation, etc. Each month we also host a parent event such as "Book and Movie clubs", visits to NYC attractions and family visits to High school open houses and shows, student performances, award ceremonies, showcases, multicultural events, etc. Each spring we also hold a Community Forum so that we can gather information from families to help make improvements for the following year.

Despite having all of these events, family and community turn out is often low. Generally we have roughly 12 parents at our PTA meetings and low attendance at events. We want to increase participation and attendance to strengthen our family and community ties.

Needs assessment (completed by staff, parents, and scholars) done by CBO, East Side House, at Community School Forum in May 2018

SLT and PTA needs assessments and anecdotal evidence/notes

DOE Learning Environment Surveys

Community School Needs Assessment and asset mapping

PTA Executive Committee Meeting in Spring 2018

Priorities: Engage parents in PD plan for super Tuesdays, parents need to be part of the process in deciding what is needed in the school, need to go beyond parent involvement towards parent engagement

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
By June 2019, we will see a 5% increase in parent attendance at parent events as evidenced by sign-in sheets.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>School Community (ie parents, scholars, local businesses, staff)</td>
<td>May-Sept. 2018</td>
<td>CBO Community School Coordinator, admin.</td>
</tr>
<tr>
<td>• 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).</td>
<td>School Community (ie parents, scholars, local businesses, staff)</td>
<td>July 2018-June 2019</td>
<td>CBO Community School Coordinator</td>
</tr>
</tbody>
</table>

| | | | |
| CBO, East Side House, conducted a needs assessment in May of 2018. Utilize this data to drive our work for the 2018-2019 year. Utilize data to drive our planning for family events and workshops. | | | |

| | | | |
| Engage parents in the work around planning Super Tuesday workshops, parent events, spirit events, community school events, etc. Incorporate what they want and have them serve as leaders in planning and developing the workshops. | School Community (ie parents, scholars, local businesses, staff) | July 2018-June 2019 | 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. Have parents drive this work through the use of committees. | School Community (ie parents, scholars, local businesses, staff) | July 2018-June 2019 | CBO Community School Coordinator |

| | | | |
| PD/workshop plan for parents must be robust and strong complete with internal and external support. Revise and analyze the plan throughout the year. | School Community (ie parents, scholars, local businesses, staff) | July 2018-June 2019 | Admin and teachers |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- East Side House Settlement (CBO-Community School Initiative)
- Phipps Beacon Corporation (CBO-Beacon)
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.

Community School Funds through United Way to be used with East Side House Settlement

Utilize Beacon to support work with families and community

UFT Contracted time for Tuesday parent engagement time (Super Tuesdays)

SLT funds and parent engagement funds

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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td>X</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 engagement including attendance at school events. By January 2018 we will track our parental attendance and compare it to that for 2017-2018. We will expect to see an increase in participation. Additionally by January 2019 we will have had at least five school-wide events that involve parents and the community. We will also increase our number of parent lead committees from one to three by January 2019.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets and sign-in sheets from meetings, events, etc. We will compare the number or signatures to the sign-in sheets from the same month the previous year (2017-2018). We will also conduct a survey in January 2019 to gauge parent feelings about engagement at our school.

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>In addition to CCLS-State test scores-DRP Level, ELA Summative Assessments, Baseline assessments</td>
<td>Strategic Reading Period which uses Ready/Iread and Book Clubs</td>
<td>Small group tutoring or instruction</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>pull-out AIS program</td>
<td>Push-in AIS program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SETSS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>NYS Math Data-Level 1 and low Level 2 and baseline assessments</td>
<td>Pull-out AIS program</td>
<td>Small group tutoring or instruction</td>
<td>AIS=Daily during school day Tutoring=three-days per week before school and after school Math Fluency=Incorporated into each unit of study Regents Algebra Prep-Wednesdays and Thursdays after school</td>
</tr>
<tr>
<td></td>
<td>Strategic math period which uses Ready &amp; Iready Str</td>
<td>Mathematical fluency during Tier 1 instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SETSS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incorporate fluency into each unit of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Course Grades</td>
<td>Strategic Science period for 8th graders</td>
<td>Small Group, special programs, clubs</td>
<td>Before School Tuesday-Thursday and after school during school day during period 5</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------</td>
<td>-----------------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Course Grades</td>
<td>Strategic Tutoring</td>
<td>Small Group, special programs, clubs</td>
<td>Before School Tuesday-Thursday and after school</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Recommendations via the PPC, SBST, special education implementation meetings or student success summit meetings</td>
<td>Individual or small group counseling, SAPIS groups, peer mediation, and referrals to CBO services such as ASTOR</td>
<td>One-to-one or small group</td>
<td>During the day and summer via East Side House and Astor</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | Number | 23 |

2. Please describe the services you are planning to provide to the STH population.

   - We provide OTPS materials as needed such as uniforms, supplies and Metro Cards. Use of guidance counselor to work with scholar and family.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | Number | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |  |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>X</th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
<th></th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

All current teachers are HQ.

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. Professional development is content-specific on Mondays which aids in ensuring that our teachers stay relevant and current in their field. We utilize outside consultants, such as those from NTN, LitLife, I Ready coach, NYHS, etc. Our Peer Collaborative Teachers also render PD to the staff.

In order to ensure that our PD is differentiated we based PD assignments on Danielson ADVANCE data, student assessment data and Needs Assessment Surveys. At times teachers are allowed to select their own PD modules based
on interest or their perceived need. At other times PD modules are assigned based on administrator observation and/or student data. We offer content specific PD on-site and off as well as Danielson specific PD.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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. In ELA we utilize the Writing Pathways book to administer baseline and end line writing assessments and assess scholar work with Writing Pathways rubrics. We teach four distinct units of study in writing. In terms of math, our consultant from NTN aids teachers in crafting unit assessments. We utilize the KEAS and KEMS NTN curriculum and the corresponding assessments. Teachers in all other subjects 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

● Writing Pathways Checklists and rubrics

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

● Use of standardized rubrics across classes.

● 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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes\(^1\). 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 consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>235,217</td>
<td>X</td>
<td>Section 8</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,548,167</td>
<td>X</td>
<td>All sections</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2 The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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. 08X371, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

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

Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

**Encouraging School-Level Parental Involvement**

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)**

08X371, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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;
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

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.
Addendum: Community School Partnerships

**Directions:** The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

**Part 1 – Community School Partnerships Goal(s)**

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>First and foremost, our CS strategy focuses on attendance. If scholars are not in school then they are not learning. We strategically target scholars in Tier 2 and 3 according to the heat map and have crafted a plan of action to get them in school. Once in school our attendance mentors do daily check-ins with their targeted scholars. This has a direct impact on academics as scholars are now in school and now can focus on academic outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will see a 2% increase in attendance as evidenced by attendance reports.</td>
</tr>
<tr>
<td>By 2019, our 7th graders will have exposure to college by visiting at least 4 college campuses and by receiving the College Access curriculum.</td>
</tr>
<tr>
<td>By 2019, our 7th graders will have greater insight into the NYC high school articulation process. We will conduct high school visits, a high school fair, and will hold several workshops on this process.</td>
</tr>
<tr>
<td>By 2019 we will increase our STEAM offerings to scholars in accordance with our instructional focus.</td>
</tr>
</tbody>
</table>

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

By tracking daily attendance our CS work will directly improve attendance and have a great impact on academic achievement. We will be engaging families in this process by holding workshops on attendance, college and high school articulation. Our parent intervention specialist will be meeting with families one-on-one to establish individual goals.

**Part 2 – Community School Partnerships Core Services Action Plan**

**Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.**

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Side House Settlement</td>
<td>All students</td>
<td>Daily Attendance check-ins with supports for Tier 2 and Tier 3 scholars.</td>
<td>By June 2019, we will see a 2% increase in attendance as evidenced by attendance reports.</td>
</tr>
</tbody>
</table>
Overall we will see a decrease in scholars in Tier 2 and 3.

East Side House Settlement 7th Graders Middle School College Access
By 2019, our 7th graders will have exposure to college by visiting at least 4 college campuses and by receiving the College Access curriculum.

East Side House Settlement 7th Graders High School Fair
Family workshops on articulation process
Visits to high schools
By 2019, our 7th graders will have greater insight into the NYC high school articulation process. We will conduct high school visits, a high school fair, and will hold several workshops on this process.

East Side House Settlement All students STEAM after school programs
Lego Robotics Team
Makeosity enrichment during science class
By 2019 we will increase our STEAM offerings to scholars in accordance with our instructional focus.

Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will utilize our CS budget and College Access budget. The CS budget will cover all staff, resources, etc.

Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:
1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

We have a CS director in place who oversees this work. In consultation with our SLT we make decisions to drive this work forward. Our director is on site daily and meets with the administration on a weekly basis. During these weekly check-ins we determine how we are working to achieve our goals. These meetings help us to seamlessly coordinate services. Through our CS work we primarily focus on STEAM initiatives that need enhancement beyond the school day as well as high school and college articulation.

Through our daily attendance check-ins, to weekly group meetings we are working to track attendance, set goals and monitor progress. We hold weekly attendance meetings and discuss scholars via an attendance protocol where we use the data from the New Visions heat map/data sorter.

Realize that we are not a renewal school so there is no mandated ELT involved.

**Part 4 – Community School Partnerships Oversight**

**Part 4a. Key Staff and Partners**

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

Principal and AP-oversee all work and meet with CS director weekly.

CS Director-oversees all aspects of CS work, meets with administration weekly, meets with stakeholders regularly, and manages a team of about 7 people.
East Side House attendance managers-assigned groups of scholars to work with based on New Visions data. They conduct daily check-ins and hold weekly meetings with their groups.

Astor Mental Health-Runs a mental health clinic on-site. Participates in our weekly Pupil Personnel Committee meetings.

Guidance Counselor and SAPIS worker-works with CS director to ensure services and coordination.

<table>
<thead>
<tr>
<th><strong>Part 4b.</strong> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All resources provided via CS funding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 4c.</strong> Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019 Academic year, July 1, 2018-June 30, 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 4d.</strong> Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADeS K-12 LANGUAGE ALLOcATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>Bronx</td>
<td>371</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Jennifer Joynt</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Joseph Martin</td>
</tr>
<tr>
<td>Coach</td>
<td>na</td>
</tr>
<tr>
<td>Coach</td>
<td>na</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Oliver Ling</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Carlos Contreras</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Silvia Rivas/Spanish</td>
</tr>
<tr>
<td>Parent</td>
<td>Junias Torres</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Clare Lovelace/IEP</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Christina Andino</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Jennifer Perugini</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Tomasz Grabski</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Dr. Karen Ames</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>na</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

We use the DRP to assess reading levels. This assessment is administered three times per year and 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. Thirteen out of our 24 ELLs are "at risk" as per the DRP.

Additionally we look at ELA CCLS test data as compared to NYSESLAT data and find trends between the two. We use this data when crafting our instruction and pay particular attention to the four modalities tested on the NYSESLAT: speaking, reading, writing and listening. We tie our ENL instruction to our ELA instruction.

2. What structures do you have in place to support this effort?
Our ENL teacher sits on a PLC with the ELA teachers. This PLC is spearheaded by the principal. Working as a team we analyze this data and use it to differentiate our instruction. Additionally our ENL teacher has time set aside in his schedule to plan with his ELA counterparts.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? Although our ELL sample size is too small to have an AYP for ENLs, 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 ENL scholars. Our ENL teacher uses this data to inform the individual instruction that he renders during his ENL 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.

4. What structures do you have in place to address interventions once the summative data has been gathered? Again, the use of professional learning communities aids us in analyzing data and planning out interventions for our scholars. We use a feedback loop to assess and refine our work during meetings.

5. How does your school use 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 53-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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? [Refer to the ELL Data Analysis Tool and RLAT from ATS].

    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.

    Additionally we look at ELA CCLS test data as compared to NYSESLAT data and find trends between the two. We use this data when crafting our instruction and pay particular attention to the four modalities tested on the NYSESLAT: speaking, reading, writing and listening. We tie our ENL instruction to our ELA instruction.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Information is disseminated through PLCs.

---

**Part IV: ELL Programming**

**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.*
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. Our ESL certified ENL 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 a collaborative model (push in). 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 individual's 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 KEMS (NTN) 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. Front-loading and anticipatory sets are used to help scholars preview material. Computer-based programs such as Dual-Lingo is used for newcomers.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

5. 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. He 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   Currently we have zero ELL-SWDs.
   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 KEMS), 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.

7. 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.

8. 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. In math we offer early morning and afternoon tutoring that affords scholars with an additional hour of mathematics instruction prior to the start of the school day or following the regular 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

No new programs will be added but we will continue to make improvements in our pedagogy.

10. If you had a bilingual program, what was the reason you closed it?

N/A

11. 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, chess, car modeling, robotics, debate, 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. We also applied for and received an Arts-based ENL/SPED grant this year with allowed us to partner with LeAp to provide a special Arts-based program for our ELLS. Our ELLs were engaged in creating graphic novels and in making claymation iMovies via our Mac computers.

12. 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. Scholars also use iPads and headphones particularly when using Dual-Lingo.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

All families are given the Home Language Survey upon enrollment. Materials are translated into native languages when necessary. ESL teacher aids with teaching strategies.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Our ENL teacher ensures compliance with all ENL related matters. He meets with our Pupil Personnel Committee to disseminate information.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Although we are co-located, we have a stand-alone ENL program in our school. We do not share an ENL provider.

16. 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. Incoming 6th graders participate in an orientation event.

17. What language electives are offered to ELLs?
Spanish

18. 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)?

   N/A

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 and non-pedagogic staff.) 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?
   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.
   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, KEMS), Danielson Framework PDs, etc. ELL and special education strategies are incorporated into all PD opportunities. We work with the ESL point-person at our Bronx Borough Field Support Office to enhance our training of teachers regarding their ELL learners. Our ENL teacher participated in the Bronx-based PLC this year for ESL teachers. Additionally our ENL/ESL teacher will be allowed to attend DOE centrally offered PD on a regular basis.

2. 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 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.

   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. Our ENL teacher participates in the Bronx-based PLC which affords him the opportunity to meet with other ESL teachers on a monthly-basis. 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.
## 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, Pupil Path, etc

2. 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.

## 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.

N/A
### Part V: ELL Identification Attestation

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, Jennifer Joynt, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Joynt</td>
<td>Principal</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Joseph Martin</td>
<td>Assistant Principal</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Christina Andino</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Oliver Ling</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Junias Torres</td>
<td>Parent</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Silvia Rivas</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Clare Lovelace</td>
<td>Teacher/Subject Area</td>
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<tr>
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<td>Coach</td>
<td>1/1/01</td>
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</tr>
<tr>
<td></td>
<td>Coach</td>
<td>1/1/01</td>
<td></td>
</tr>
<tr>
<td>Carlos Contreras</td>
<td>School Counselor</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Dr. Karen Ames</td>
<td>Superintendent</td>
<td></td>
<td>6/19/17</td>
</tr>
<tr>
<td>Tomasz Grabski</td>
<td>Field Support Center Staff Member</td>
<td>6/19/17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td>1/1/01</td>
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</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 08X371  School Name: Urban Institute of Mathematics  Superintendent: Dr. Karen Ames

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina</td>
<td>Andino</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Over 90% 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 two families who speaks Chinese, one family who speaks Greek, with a preferred language of English and one arabic speaking family. 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL ATS report).

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>402</td>
<td>82.72</td>
<td>400</td>
<td>82.3</td>
</tr>
<tr>
<td>Spanish</td>
<td>64</td>
<td>13.17</td>
<td>66</td>
<td>13.58</td>
</tr>
<tr>
<td>Chinese</td>
<td>9</td>
<td>1.85</td>
<td>9</td>
<td>1.85</td>
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<td>0.21</td>
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<td>Arabic</td>
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<td>0.21</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>0.41</td>
<td>2</td>
<td>0.41</td>
</tr>
<tr>
<td>Greek</td>
<td>3</td>
<td>0.62</td>
<td>3</td>
<td>0.62</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

English and Spanish

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Handbook-Distributed at Orientation in June and again in September</td>
<td>June and September</td>
<td>In-house staff translation</td>
</tr>
<tr>
<td>Newsletters-Distributed once per marking period (6 times per year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent-Teacher Conference Notices-Distributed four times per year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four formal parent-teacher conferences</td>
<td>Sept., Nov., March, and May</td>
<td>Translator offered on site</td>
</tr>
<tr>
<td>Parent Engagement Tuesday Meetings</td>
<td>Every Tuesday</td>
<td>Translator offered on site</td>
</tr>
<tr>
<td>We hold various curriculum workshops</td>
<td>Monthly</td>
<td>Translator offered on site</td>
</tr>
<tr>
<td>Our attendance teacher, guidance counselors, PC, administration and teachers call parents regularly or communicate with them via email or Pupil Path</td>
<td>Regularly</td>
<td>Translator offered on site</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have a number of Spanish speaking staff members as well as one Chinese speaking staff member and one Arabic speaking staff member. All languages are covered on-site.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We review this during our staff orientation each year on the first day of school in September. We also provide all staff members with hard and soft copies of this regulation.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

We issue parent surveys three times per year. This information is disaggregated by our ENL teacher and our LAC. We make revisions and improvements to our work as necessary.