



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name**            **The Urban Assembly Institute for New Technologies**

**DBN (i.e. 01M001):**   **05M410**

**Principal:**              **JEFFREY CHETIRKO**

**Principal Email:**      **[JCHETIRKO@UANEWTECH.NET](mailto:JCHETIRKO@UANEWTECH.NET)**

**Superintendent:**     **GALE REEVES**

**Network Leader:**     **SHANNON CURRAN**

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Jeffrey Chetirko	*Principal or Designee	
Daphne LaBua	*UFT Chapter Leader or Designee	
Ardis Carlos Alim	*PA/PTA President or Designated Co-President	
Michael Arbelo	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Hallie Levine	Member/ UFT	
Tamara Cummings	Member/ Parent	
Rachel Heslowitz	Member/ UFT	
Lisa McFadden	Member/ Parent	
Roxanne Brown	Member/ UFT	
Susan Furrey-Roper	Member/ Parent	
	Member/	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, students at The Urban Assembly Institute for New Technologies will increase their levels of reading proficiency by 20% as determined by their growth on the ELA common-core aligned standardized assessments (QR Indicators 1.1, 2.2, 3.1, 3.4).

### Comprehensive Needs Assessment

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

- 98% of students scored "below proficiency" on the NYC Standardized ELA assessment in 2013.
- 77% of students scored a 1 on the NYC Standardized ELA assessments in 2013.
- Students severely underperformed on the Degree of Reading Powers (DRP) assessment as compared to the National average.

### Instructional Strategies/Activities

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

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

1. Implementation of Learning Cultures curriculum in ELA classrooms.
2. Implementation of Scholastic Code X Curriculum and materials.
3. Weekly support for teachers and administrators, in the classrooms, from Learning Cultures' coaches.
4. Monthly support for the principal, at the school, by Cynthia McCallister, creator of Learning Cultures.
5. Professional development sessions on data analysis and best practices conducted by the Teacher Incentive Fund (TIF) grant personnel.
6. Teacher inter-visitations of classrooms to support and improve practice.
7. Hiring of a licensed teacher to support ELL students.
8. Hiring of special education coordinator to ensure that ICT, and SETTS students mandates are met.
9. Teachers will collaborate and develop common core tasks with a focus on preparing students to construct viable arguments and critiquing the reasoning of others.
10. Teachers will meet during weekly department meetings to plan lessons to help support students to meet the demands of the common core task.
11. Teachers will meet during weekly department meetings to develop rubrics to assess student work.
12. Teachers will meet during weekly department meetings to discuss student work. They will provide examples of student work to drive their discussions and plan instruction according to the students' needs.

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

1. Principal, Network Achievement Coach and Instructional Cabinet meet on a weekly basis to make professional development decisions and set agendas for department meetings.
2. Network Learning Cultures Coach visits on a weekly basis to observe and model strategies to support students through conferences and small learning groups.
3. TIF Representatives work with the school's Peer Instructional Coach (PIC) and Demonstration Teachers every two weeks to support teachers in the classroom.

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

1. Degree of Reading Powers (DRP) administered in Fall, Winter and Spring.
2. Regular ELA Department team data analysis meetings around Degrees of Reading Power (DRP) and Curriculum-Based Measurement (CBM) results. Interim assessment data analysis conducted after each assessment and on-going throughout the year as part of the regular team meetings
3. CBM assessments are administered after each marking period.
4. Mock ELA tests in December and March.

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

1. Teachers and administrators attend Learning Cultures professional development during the summer and throughout the year.
2. ELA assessments administered to students in September, January, March and June. Teachers analyze results and modify unit plans based on results.
3. Mock ELA Test assessments in January and March.
4. DRA test administered in September, December and May.

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

1. ELA class is divided into 60-minute Reading, and Writing blocks. Students have 60-minutes of Reading, and Writing each school day.
2. After school and Saturday morning homework help and test preparation programs.
3. Purchased iPad mini for every student to use throughout the day. Lightsail App licenses have been purchased for every student. Teachers monitor students' reading and literacy skills through the Lightsail App dashboard.
4. Scholastic Code X implemented in the classroom through Learning Cultures formats and structures.

**Strategies to Increase Parental Involvement**

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

- Use of online grade tracking system (Engrade) to communicate with families.
- Parent information meetings regarding use of online data, Acuity data, and how to support formats used in ELA classrooms.
- Workshops for parents to understand and support the ELA common core standards at home.
- Curriculum night to explain to parents how we utilize Scholastic Code X materials and the Learning Cultures format and structures.

**Budget and Resource Alignment**

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

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

- Professional Development for teachers – Tax Levy per session
- Teachers provided time during the school day for inter-visitations or visit best practices schools - per diem from TIF grant.
- Per session for teachers for after-school and Saturday Program – Title I per session
- Two modified ELA teacher programs to allow for instructional coaching periods 10 times a week. – TIF grant.
- Creation of department and grade teams to make curricula decisions based on data. – Tax Levy
- Hire a Special Education Coordinator – TL RS IEP Teacher
- Purchase iPads and Lightsail App for more exposure to text and monitor reading. – NYS STVP Software Voucher

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, students at The Urban Assembly Institute for New Technologies will increase their levels of math proficiency by 20% as determined by their growth on the Math common-core aligned standardized assessment (QR Indicators 1.1, 2.2, 3.1, 3.4).

**Comprehensive Needs Assessment**

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

- 98% of students scored below proficiency on the NYC Standardized Math Assessment in 2013.
- 71% of students scored a 1 on the NYC Standardized Math Assessment in 2013.
- Students severely underperformed on the Math Baseline assessment.

**Instructional Strategies/Activities**

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

1. Strategies/activities that encompass the needs of identified subgroups
2. Implementation of CMP-3 Math Curriculum Units and materials.
3. Weekly support for teachers and administrators, in the classrooms, from Network Math coach.
4. Professional development sessions on data analysis and best practices conducted by the Teacher Incentive Fund (TIF) grant personnel.
5. Teacher inter-visitations of classrooms to support and improve practice.

6. *Hiring of a licensed teacher to support ELL students.*
7. *Hiring of special education coordinator to ensure that ICT, and SETTS students mandates are met.*
8. *Teachers will collaborate and develop common core tasks with a focus on preparing students to rationally explain their thinking and explain how they solved real-life problems..*
9. *Teachers will meet during weekly department meetings to plan lessons to help support students to meet the demands of the common core task.*
10. *Teachers will meet during weekly department meetings to develop rubrics to assess student work.*
11. *Teachers will meet during weekly department meetings to discuss student work. They will provide examples of student work to drive their discussions and plan instruction according to the students' needs.*

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

1. Principal, Network Achievement Coach and Instructional Cabinet meet on a weekly basis to make professional development decisions and set agendas for department meetings.
2. Network Math Coach visits on a weekly basis to observe and model strategies to support students through conferences and small learning groups.
3. TIF Representatives work with the school's Peer Instructional Coach (PIC) and Demonstration Teachers every two weeks to support teachers in the classroom.

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

1. Math Acuity Tests administered in Fall, Winter and Spring.
2. *Regular Math Department team data analysis meetings around Acuity results. Interim assessment data analysis conducted after each assessment and on-going throughout the year as part of the regular team meetings*
3. Mock Math tests in December and March.

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

1. *Teachers and administrators attend CMB-3 training and professional development during the summer and throughout the year.*
2. Math assessments administered to students in September, January, March and June. Teachers analyze results and modify unit plans based on results.
3. Mock Math Test assessments in January and March.

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

1. *Students receive 60-minutes of Math instruction each school day.*
2. *After school and Saturday morning homework help and test preparation programs.*
3. Purchased iPad mini for every student to use throughout the day. Math apps have been purchased to support basic math skills to assist in completing common-core aligned tasks.
4. CMB-3 implemented in math classrooms. Teachers and Math coach discuss units and appropriate lessons to support completing common-core aligned tasks.

**Strategies to Increase Parental Involvement**

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

- Use of online grade tracking system (Engrade) to communicate with families.
- Parent information meetings regarding use of online data, Acuity data, and how to support formats used in Math classrooms.
- Workshops for parents to understand and support the Math common core standards at home.
- Curriculum night to explain to parents how we utilize CMB-3 materials and how parents can support the work at home.

**Budget and Resource Alignment**

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

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

- *Professional Development for teachers – Tax Levy per session*
- *Teachers provided time during the school day for inter-visitations or visit best practices schools - per diem from TIF grant.*
- *Per session for teachers for after-school and Saturday Program – Title I per session*
- *Creation of department and grade teams to make curricula decisions based on data. – Tax Levy*
- *Hire a Special Education Coordinator – TL RS IEP Teacher*
- *Purchase iPads and Math Apps for greater exposure and support for basic math skills. – NYS STVP Software Voucher*
- *Dean's program has been adjusted to teach ICT classes math and to sit on the Math Department team each week. – Tax Levy*

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

All students at The Urban Assembly Institute for New Technologies will be exposed to common core aligned units of study and end of the unit performance task in each of their core subject areas (QR Indicators 1.1, 2.2, 3.1, 3.4).

#### **Comprehensive Needs Assessment**

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

- This goal is based upon the NYC DOE Citywide Instructional Expectations for 2013-2014.
- Early results from NYC performance tasks administered at the start of the school year indicated that less than 10% of students were unable to engage in grade-appropriate text, analyze information and answer questions with substantial evidence from text based on the pre-performance assessment data.
- Previous units of study

#### **Instructional Strategies/Activities**

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

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

2. *Teachers will collaborate and develop common core aligned units and tasks for students in the content areas with a focus on preparing students to provide evidence from a text to support their argument.*
3. *Teachers will meet during weekly department meetings to plan lessons to help support students to meet the demands of the common core task.*
4. *Teachers will meet during weekly department meetings to develop rubrics to assess student work.*
5. *Teachers will meet during weekly department meetings to discuss student work. They will provide examples of student work to drive their discussions and plan instruction according to the students' needs.*
6. *The principal, Urban Assembly's instructional coach, TIF representatives, and the school's instructional lead will support the departments by providing professional development and guidance throughout the process.*

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

1. Principal, Network Achievement Coach and Instructional Cabinet meet on a weekly basis to make professional development decisions and set agendas for department meetings.
2. Network Achievement and Math Coaches visit on a weekly basis to observe and model strategies to support teachers through creating units and tasks during department meetings and afterschool Wednesday professional development meetings.
3. TIF Representatives work with the school's Peer Instructional Coach (PIC) and Demonstration Teachers every two weeks to support teachers in the classroom. TIF representatives meet with teachers and provide professional development at whole-faculty PD meetings.

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

1. Unit plans are collected two-weeks before implementing the unit by the department lead and feedback is provided to the teacher before submitting it to the principal.
2. Ongoing visits and observations by the principal, network support, TIF representatives and peer instructional coaches inform whether rigorous common-core aligned tasks are evident in the classroom and displayed student work.

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

1. Ongoing throughout the year.

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

1. SBO vote allowed teachers and administrators to meet every Wednesday from 2:55 – 3:45 for professional development opportunities.
2. Weekly department meetings to plan lessons and units, look at student work and create aligned rubrics and tasks.
3. Grade teams meet on a weekly basis to discuss ways to support curriculum from different departments.

#### **Strategies to Increase Parental Involvement**

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

- Teachers will reach out to parents about the tasks. They will provide rubrics and feedback to students and parents alike.
- Teachers will present curriculum information at Parent Association Meetings throughout the year.
- Performance Task results will be shared with parents throughout the year during established curriculum and conference events.

### **Budget and Resource Alignment**

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

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

- Title 1 Funds: 5% staff professional development. Non-contractual services (workshops and supplies) for parental involvement and supplies for students in temporary housing.
- Per session for teachers meeting after school hours to plan.
- Per diem for teachers to allow for department-wide curriculum planning.

### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

By June 2014, the principal and instructional cabinet will engage in frequent cycles of observations, which will provide timely, specific, and actionable feedback to teachers in order to increase teacher effectiveness (QR Indicators 1.2, 3.4a, 4.1)

#### **Comprehensive Needs Assessment**

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

- This goal is based upon the NYC DOE Citywide Instructional Expectations for 2013-2014 (September, 2013).
- 2013 Quality Review identified a need to Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

#### **Instructional Strategies/Activities**

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

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

1. Supervisors and staff will participate in professional development to increase understanding and use the Charlotte Danielson's Framework for Teaching.
2. Supervisors and individual teachers will collaborate to set and monitor teacher goals, based upon the competencies identified by the DOE. (Charlotte Danielson Framework).
3. Principal and Assistant Principal will utilize professional resources, such as, the Framework for Teaching, Quality Review Rubric and Learning Cultures' Rubrics for classroom observations, informal observations, and snapshots of instruction.
4. The Framework Rubrics will be used by teachers and supervisors to frame professional conversations to improve teacher effectiveness.
5. Teachers will self assess using the Danielson's Framework and create individualized Professional Development Plans in January, 2013. These plans will be monitored and reviewed/revised in March, 2013.
6. Beginning in January, 2013, teachers will begin an inter-visitation process using the Danielson's Framework and Learning Cultures' rubric to provide a lens for observation and focus for discussion.

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

1. Instructional Cabinet
2. Principal
3. TIF Personnel

4. Network Achievement Coaches
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>At least one formal or informal observation per month per teacher.</li> <li>Weekly visits to classrooms from key personnel.</li> <li>Teacher self-reflections</li> <li>Professional Development meetings</li> <li>Department meetings</li> </ol>
<b>4. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>Ongoing informal and formal observations from September 2013 - June 2014.</li> <li>Initial meetings with teachers held in September 2013.</li> </ol>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>TIF Teachers receive 5 instructional periods of release time for observations.</li> <li>Wednesday PD meets every week from 2:55-3:45.</li> <li>Teachers meet weekly in department and grade teams.</li> </ol>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>Parent Meetings: Instructional Expectations/ Common Core Standards</li> <li>Monthly PTA/Information meetings (day and/or evening)</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
2.
<b>3. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>5. Timeline for implementation and completion including start and end dates</b>

- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

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

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Saturday Scholar Program</li> <li>2. After-School Program</li> <li>3. Reading A-Z.com</li> <li>4. Lightsail</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Small Group</li> <li>3. Large/Small Group</li> <li>4. Large Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Saturday's</li> <li>2. After School</li> <li>3. During the school day</li> <li>4. During the school day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Saturday Scholar Program</li> <li>2. After-School Program</li> <li>3. Acuity Online Math</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Small Group</li> <li>3. Large Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Saturday's</li> <li>2. After School</li> <li>3. During the school day</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Saturday Scholar Program</li> <li>2. After-School Program</li> <li>3. Science A-Z.com</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Small Group</li> <li>3. Large Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Saturday's</li> <li>2. After School</li> <li>3. During the school day</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Saturday Scholar Program</li> <li>2. After-School Program</li> <li>3. Cobblestone.com</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. Small Group</li> <li>3. Large Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Saturday's</li> <li>2. After School</li> <li>3. During the school day</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<i>Individual and group therapy; psychological services; consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning</i>	<ol style="list-style-type: none"> <li>1. Small Group</li> <li>2. One-to-One</li> </ol>	<ol style="list-style-type: none"> <li>1. During the school day</li> <li>2. During the school day</li> </ol>

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

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Hiring Committee, made up of teachers, administrators and staff, conduct first and second level interviews before observing lessons conducted by the candidate.</li> <li>• Recruitment from Teaching Fellows Program, Hunter College and Teacher's College.</li> <li>• Teachers are formally and informally observed throughout the year by administrators, network coaches, instructional coaches and other teaching professionals.</li> <li>• Teachers are programmed to assist and teach in multiple classes throughout the week, when available.</li> <li>• Teachers create inter-visitation schedules and meet to debrief with the teacher afterwards.</li> <li>• Network and Instructional Coaches create and conduct Professional Development around best practices.</li> <li>• All teachers are on two-Department Teams and meet on a weekly basis to discuss best practices, curriculum and review student work.</li> <li>• All teachers are on two-Grade Teams and meet on a weekly basis to discuss student issues and best practices to deal with student behaviors.</li> <li>• Community Based Organizations, such as Ramapo for Children, provide support to teachers on best practices to handle student behavior issues.</li> <li>• Teachers are matched to seasoned educators and meet regularly.</li> <li>• Teachers have been nominated and accepted into the Bankstreet Leadership Program and have been accepted.</li> <li>• Teachers have taken on leadership opportunities within the school.</li> <li>• Network Coaches and Instructional Coaches prepare and deliver professional development based on the individual needs of the teacher.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Teachers attend professional development opportunities provided by the DOE, Network, and Common-Core Curriculum Providers.</li> <li>• Teachers/Paraprofessionals attend Professional Development sessions every Wednesday from 2:55-3:45.</li> <li>• Teacher/ Paraprofessionals meet in grade teams and department teams once a week to analyze their curriculum and student work.</li> </ul>

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

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

**SWP Schools Only**

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

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

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

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

- In Summer, a team of teachers and the principal met to discuss assessment options for the school. After attending multiple professional development opportunities, teachers and principal chose assessments and created an assessment calendar for implementation of these assessments throughout the year.
- Department leads carried out the assessments and analyzing of data with their respective teams throughout the year in weekly department team meetings.

**TA Schools Only**

**Use of Program Resources**

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

N/A

**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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

Our 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, our school will:

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

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

- 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>410</b>
School Name <b>UA Institute for New Technologies</b>		

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

Principal <b>Jeffrey Chetirko</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>type here</b>
ESL Teacher <b>N/A</b>	Guidance Counselor <b>Robin Screen</b>
Teacher/Subject Area <b>Hallie Levine (ELA)</b>	Parent <b>Oumar Barry</b>
Teacher/Subject Area <b>Roxanne Brown (Special Ed)</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Tamar Glatman-Zaretsky</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>97</b>	Total number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>11.34%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6	1	0	4	1	2	1		1	11
Total	6	1	0	4	1	2	1	0	1	11

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3								3
7	2								2
8	4								4
NYSAA Bilingual (SWD)							1		1

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The school measures students' literacy skills and levels by administering the Degree of Reading Powers (DRP) three times a year (Fall, Winter, Spring). Students, who fall below the 25% of reading proficiency, are administered the Qualitative Reading Inventory (QRI) and assessed in reading accuracy, fluency, vocabulary, comprehension skills and writing. Findings from these data inform teachers on how best to meet students needs. Content area teachers use this information to find appropriate leveled text and group students accordingly. ELL students are administered baseline NYSESLAT exams in November. The data from these exams inform teachers and are used to support the ELL students in the classrooms; this is used for grouping based on performance levels of students. This helps for teachers to use differentiated instruction based on the classrooms.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns that are pulled from students taking the LAB-R suggest that 25% of 6<sup>th</sup> Grade ELL's are beginners and 75% of 6<sup>th</sup> grade ELL's are advanced, 33% of 7<sup>th</sup> Grade ELL's are beginners and 67% are Advanced, and 25% of 8<sup>th</sup> Grade ELL's are beginners and 75% are Intermediate.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Students' results on the NYSESLAT are examined by analyzing the results of the reading/writing and listening/speaking components of the exam. Teachers use these findings to inform their instruction and as a basis of conversation during independent one on one conferences. Furthermore, teachers use these results to differentiate their classroom instruction and to create Learning groups. Teachers meet within these learning groups several times a week.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - a. None of the ELL students in grades 6-8 have received proficiency in ELA or Math in 2013. There is no difference between students taking tests in English as compared to their native language. The foreign language teacher works with students who are native Spanish speakers as a resource if/when students have specific vocabulary problems in the ELA.
  - b. ELL periodic assessments results are used to determine how ELA teachers support these students in the classrooms. These assessments are used to group students into subgroups based on need and academic performance, to implement differentiated instruction across the classrooms. The assessments also inform the school leadership about how to purchase instructional materials for each semester, based on the need of students in instruction for that semester/school year.
  - c. It informs the decisions on creating learning groups, one-to-one conferences and materials in the classrooms.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
UA New Tech uses information from the Degrees of Reading Power (DRP), the Qualitative Reading Inventory (QRI), and data from the students' elementary school to inform decisions around second language development. As a response to second language development, UA New Tech uses different methods, including but not limited to: bilingual English/Spanish dictionaries, interactive multimedia programs (Reading A-Z), as well as subscriptions in foreign language to recreational magazines in student library.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The school works everyday to accomplish the success of our ELL students: Saturday Scholars program, afterschool program (3-6 pm everyday) with CBO to provide targeted assistance in homework.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
At New Tech, Ms. Screen, guidance counselor, has parents complete a Home Language Identification Survey (HLIS) for their child once they arrive at the school with the assistance of one of our teachers (Ms. Levine) as pedagogue. Thereafter, there is an informal interview with the student, parents/guardians, and the pedagogue (Ms. Levine) who administered the HLIS with Ms. Screen. At UA New Tech, we accommodate to the native language needs of each family either with our teachers who are native speakers (Spanish), or we reach out to the translation units as needed for assistance. Once the assessment from the interview and HLIS show there is a language need at the home, their child will be administered the Language Assessment Battery (LAB-R) within 10 school days of the child's first day. If the need is for a Spanish-speaking ELL, the school administers the Spanish LAB to determine language acquisition level, and determine if the student is to be an English Language Learner- who is entitled to receive services in one of the following programs:
  - Transitional Bilingual Program,
  - Dual Language/Two Way Program, or
  - English as a Second Language Program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Due to the low population of ELL students in our school, our guidance counselor, Robin Screen, and teacher, Ms. Levine meet with each family member individually and ensures that parents receive entitlement letters, parent surveys and program selection forms. New Tech also holds Parent Orientation Meetings where parents are shown a video hosted by the New York City Department of Education. In this video parents have the opportunity to get information on the three different programs available for ELLs: Transitional Bilingual Education, Dual Language or Freestanding ESL. Once the parents have watched the video, they are able to select the program in which they would like to have their child enrolled. They are given the Parent Survey and Program Selection, along with other materials. During this orientation parents will have an opportunity to ask questions about educational programs and services that are available for their child before making a choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Due to the low population of ELL students in our school, our guidance counselor, Robin Screen, and our teacher (pedagogue), Ms Levine, meet with each family member individually and ensure that parents receive entitlement letters, parent surveys and program selection forms. The main office staff administers the mailings of these letters, and runs entitlement reports via ATS on a continued basis. These forms are distributed according to the language identified by the HLIS. In order to ensure accuracy of information, the office also calls homes to encourage parents to submit their entitlement letters within the stated deadlines. All letters are kept confidentially and securely within the locked cabinets with the students' cumulative files.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Once the student is identified as an ELL, the parents are provided parental choice and the three options available for their children: Transitional Bilingual Education, Dual Language, or Freestanding ESL. Placement letters are distributed via mail, and records are maintained at the school's administrative office within each confidential student cumulative file. If the parents choose

the school and its freestanding ESL program, ELL students are placed in the ESL program.

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

Ms. Levine is the primary pedagogue responsible for administering the NYSESLAT exam. Ms. Levine administers based on the most accurate ATS reports, which indicate the students who will take up the test in the Spring. The ESL teacher administers all components of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  100% of parents surveyed have asked for the Freestanding ESL English as a Second Language program. The school monitors the parental choice via informal interview and written correspondence with the school, with our active parental association (UA New Tech also seeks to actively engage the parents of our ELL student community). Pursuant to their request, the school has sought to bring on an ESL teacher expeditiously, who also has the background and the targeted understanding of our middle school population with a heterogeneous NL student population.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

New Tech has self-contained, ICT and general ed classes mixed in heterogeneous groups. Classes travel together in homerooms throughout the school day. The ESL teacher will provide push-in and pull-out, to model the 2012-2013 school year that proved to be academically successful in meeting the heterogeneous mixed proficiency level of our ELL student population.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All of our ELL students, regardless of proficiency level, will receive a forty-five minutes ESL class per day. The 225 minutes per week is offered in addition to 120 minutes of targeted ELA reading and writing instruction to serve all ELL students, regardless of proficiency level. Beginners and intermediate students receive more targeted assistance, plus Push-In instruction. On top of these services, all students are also encouraged to attend our after school programs/Saturday Scholars program where they can benefit from additional services. Hence, it allows for UA New Tech to provide minutes above the mandated minutes for each level of ESL students in beginner, intermediate and advanced students.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in the English language. Our ESL teacher will meet with the rest of the staff members and provide them with updates in terms of each of our ELLs. The ESL teacher will also co-plan with his colleagues in order to differentiate the ELLs instruction. The school uses materials such as (but not limited to): bilingual English/Spanish dictionaries, interactive multimedia programs (Reading A-Z), as well as subscriptions in foreign language to recreational magazines in student library. These materials are key with the instructional approach and method to meeting the demands of the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We offer to students the examinations, where available, in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We evaluate via conferencing (ongoing throughout school year), DRP results (reading/comprehension assessment, three times per year), learning groups and learning cultures that are school-specific (ongoing throughout the year).
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. a. We currently do not have any SIFE students. If in the future we end up having some SIFE students, our school will provide all the resources necessary to make sure that their needs are met. Resources such as individual tutoring, buddy system, before and after school programs, differentiated instruction and proficiency level software (Reading A-Z) will be made available to all students.

b. In our school we accommodate newcomers. We are a school currently offering ESL classes based on parents' choice. All our ELLs will benefit from tutoring, a buddy system, before and after school programs, differentiated instruction and softwares.

c. All of our students who have been receiving ESL for 4 to 6 years are provided with the services needed. We use in-school assessments as well as the NYSESLAT results to identified the area they need help with. Once we know their weaknesses, it is easier for everyone to provide targeted assistance. All of these students are scheduled into an ESL class and in some of their cases, our ESL teacher goes and serves as a co-teacher in some of their main courses.

d. Our Long-Term ELLs will received all services mentioned above, plus different academic interventions. This population tends to drop out of school and that is why counseling and constant dialogues with students, their family and teachers will be taking place.

e. Whenever we get a student who is both, Special Ed. and ELL, we make sure to look into the IEPs and see if the

classifications are correct. If the classification is correct, the Special Education teacher is always present at all meetings.

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

The ESL teacher will differentiate the instruction provided to our students based on grouping. In differentiating instruction, the ESL teacher will use our school's Spanish-English dictionaries, magazine subscriptions, the use of common sight words and different interactive websites (Reading A-Z) that focus on language acquisition.

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

ESL and SWD students receive Push-In instruction, as well as individualized instruction while following an inclusion model. Many of our staff are bilingual and are able to provide additional classroom support. Additional periods of ESL support above and beyond traditional classroom instruction. UA New Tech follows learning cultures and uses the ICT model for its classrooms, encouraging the model of integration for all students.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

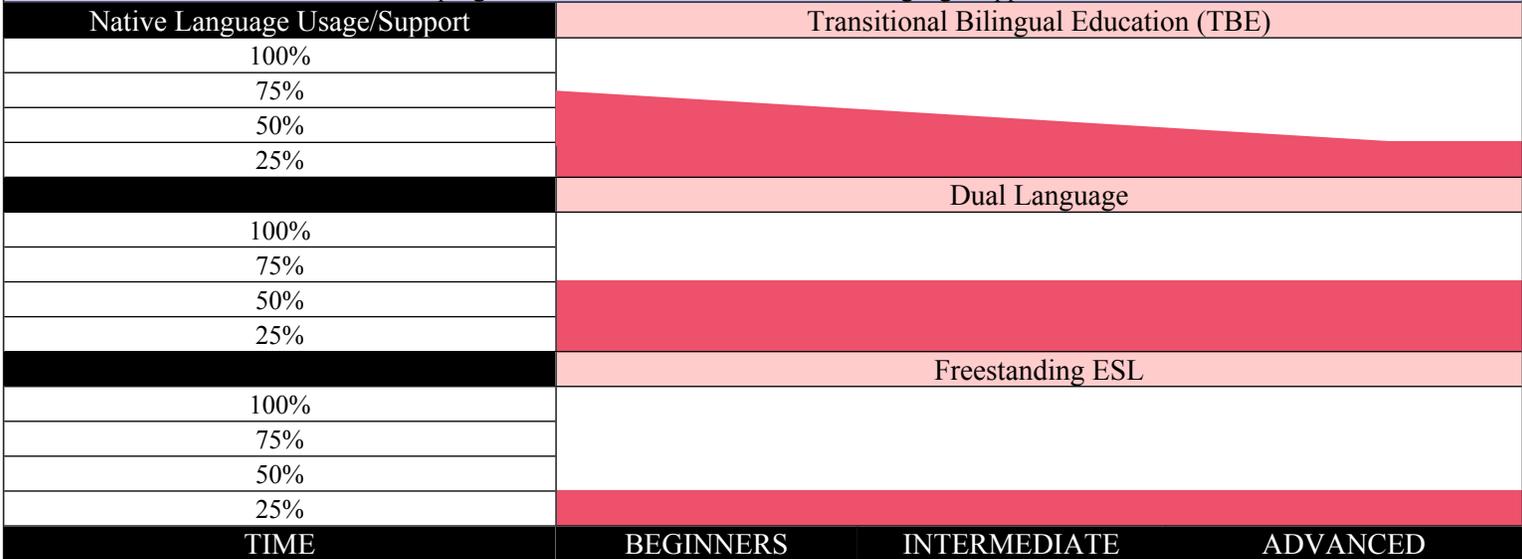
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Every teacher in our school is aware of the fact that they need to work with our ESL teacher to modify the instruction given to our ELLs. As stated before, our ESL teacher will go into main subject classes (English, Social Studies, Math and Science) and provide support to our ELLs population. Those students also receive support from bilingual classmates.

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

At this time, we are interviewing new ESL teachers to place a teacher into our school expeditiously to meet the established ELL plan for our students, which the school used in 2012-13.

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

At this time, no new programs will be implemented, as we are looking at the same percentage of ELL students, and also the same number of heterogeneous mixed level ELL students.

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

No programs at this time will be discontinued.

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

Our ELL population and parents are invited (mailings, orientations, etc) to participate in every single one of the programs offered during and after school hours. We have organized activities with our CBOs, community service, after school tutoring as well as Saturday school classes among many other programs. All of our students, without any exception, are able to benefit from these programs.

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

IPads

Reading A-Z

Laptops and interactive programs

Lightsail learning (web-based application)

Magazine subscriptions

Books in both languages

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

All of our students are required to take on three years of a foreign language. The foreign language offered this year is Spanish; all of our ELLs take Spanish classes and are able to further develop their native language (more than 50% of school's ELLs have Spanish as their Native Language).

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

All teachers look at the proficiency level, age and grade of each student and based on that determine the services and support needed.

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

All of our ELLs and their families are invited to come into an open house (late August) where services and support systems are explained to all of them. The school also uses Summer Bridge, which allows those students the opportunity to meet their teachers before hand, and learn behavioral and school culture expectations.

18. What language electives are offered to ELLs?

We do not offer any language elective, but we do offer a one year of Spanish.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. Over the course of the school year 2013-2014, with our ESL teacher, our school will conduct a series of workshops as part of our weekly Professional Development, focusing on how staff can adapt their methodology to best meet the needs of ELL students:
    - Special Education as it relates to our ELL/SWD population (3 students currently; school meets in grade teams to discuss),
    - Continuous grade teams that drill down to targeted students on specific grade level,
    - Resources available for our ELL student population, and how to effectively employ resources toward student achievement of our ELL students.
  2. Summer Bridge program; also, aside from our weekly meetings, the ELL teacher, as well as the rest of the staff attend different regional meetings and workshops offered by the Office of English Language Learners to gather more information on how to best serve our students. We will also organize more workshops where people from our network come to our school and talk to all our teachers about ELLs and turnkey new/updated policy. This will help in aligning the school with a model of integration, which is common-core aligned to our model of instruction.
  3. Every staff member participates in staff meetings, where weekly Professional Development sessions (PD) take place. In the 2013-2014 school year, we will target specific PD around ELL training for all staff that meet the minimum criteria of 7.5 hours (10 hours for Special Education teachers). It is an expectation that all our teachers will implement the methodologies, strategies and suggestions given in this meetings. School Leadership and Guidance Counselor, Ms. Screen, are available as a resource in providing targeted assistance in the orientation of ELL students to UA Institute for New Technology.
  4. The school maintains a log of each teacher/staff member who attends the weekly professional development meetings (sign-in sheet, agendas).

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parents of ELLs need to be informed of the programs offered at the school; at the beginning of the semester in September we have orientation sessions for parents of newly enrolled/identified ELL students. At this orientation, we explain all three program choices to all parents in attendance. We let every parent know about the services that we can offer their children. For instance, if their children are newcomers, they will receive all the support necessary to be successful in school. The same programs are offered to long term ELLs and those students with special needs will be offered what is stated on their IEPs.
  2. Our PTA offers different workshops to all our parents. Some workshops related to: Budgeting, Behavior, First Aid, Voting Rights, etc. UA New Tech is directly supported by our Partnership Support Organization (PSO), The Urban Assembly, in bringing collaboration to the school with various organizations (Exeter College, local community-based organizations). Translation services are available by our teaching staff, where many are bilingual.
  3. Parents' needs are evaluated through conversations and monthly meetings. Our school has an open door policy and parents are always welcome to come in and be part of our school community. We also asked them to fill out our Parent Surveys and other questionnaires. The main office prides itself on its close-knit community at the school, and it communicates regularly with all parents to inform them of school-based activities. The school works closely with the community of ELL families, either via phone and/or mail.
  4. All of our parental involvement activities are in English and Spanish as per parents' request. If needed, translators will be available at meetings. Activities include academic and recreational events, as well as school culture events (e.g. curriculum night).

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: UA Institute for New Tech**

**School DBN: 05M410**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeffrey Chetirko	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Oumar Barry	Parent		1/1/01
Hallie Levine	Teacher/Subject Area		1/1/01
Roxanne Brown	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Robin Screen	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Tamar Glatman-Zaretsky	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: M510 School Name: UA Institute for New Technologies

Cluster: 1 Network: 105

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

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

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

HLIS, Informal interview with students and families, meeting with guidance counselor. We also use ATS reports that we generate on a regular basis to find our families with another home language. At the school, we provide written information in both English and in Spanish as we have the capacity at the administrative and instructional level. The main office shares the information with the school leadership, Ms. Screen (guidance counselor) and pedagogue contact for ELL students (Ms. Levine), to inform teachers for their advisories and students as to school's ELL families.

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

We have discovered, based on our student need, that Spanish is our most spoken native language at our ELL students' homes. As a result, we focus our efforts on translation: letters, flyers, phone calls, and all communication that is mandatory and/or extracurricular. There are over a dozen households within our school community where Spanish is the home language. Ongoing communication with these families remains a priority.

## Part B: Strategies and Activities

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

Both the school secretary and guidance counselor translate all documents as they are received in ELA. They are translated simultaneously, to ensure that our ELL families receive documents in a timely manner, as our ELA speaking families. The school provides letters and flyers in Spanish; again, translation services are provided in-house by school staff.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral communication is provided by our school secretary and guidance counselor, in-house by the school staff.

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

Our school follows the mandated timeframe outlined by the NYCDOE to all families; as the school has full-time staff that is bilingual in both English and Spanish. During parent orientation and during the Summer Bridge program, it is made clear that our school provides language translation for our students and ensures communication is ongoing in both languages. As the school has in-house staff available during the school day to translate, oral interpretation services are integrated into the daily needs of our parental school community.