

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

DBN: (i.e. 01M001):

05M410

School Name:

THE URBAN ASSEMBLY INSTITUTE FOR NEW TECHNOLOGIES

Principal:

JEFFREY CHETIRKO

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 05M410
School Type: Middle School Grades Served: 6-8
School Address: 509 West 129th Street Manhattan, NY 10027
Phone Number: 212-543-3840 Fax: 212-690-5980
School Contact Person: Jeffrey Chetirko Email Address: JChetir@schools.nyc.gov
Principal: Jeffrey Chetirko
UFT Chapter Leader: Daphne LaBua
Parents' Association President: Lisa Jenkins
SLT Chairperson: Roxanne Brown
Student Representative(s): _____

District Information

District: 5 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street - Room 204
Superintendent's Email Address: GR Reeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 105 Network Leader: Shannon Curran

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeffrey Chetirko	*Principal or Designee	
Daphne LaBua	*UFT Chapter Leader or Designee	
Lisa Jenkins	*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	
Rachel Heslowitz	Member/ UFT	
Tamara Cummings	Member/ PA	
Roxanne Brown	Member/ UFT	
Nikela Hall	Member/ PA	
Wilma Barbosa	Member/ PA	
Arelis Moya	Member/ PA	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Urban Assembly Institute for New Technologies is a small middle school (92 students enrolled) located in West Harlem, NY. Our student population is comprised of learners: with IEP's (47%), living in poverty (over 78% qualifying for free lunch), academically under-performing (4.6% proficiency in ELA and 3.4% in Math in 2013-14), and with an above-average rate of chronically absent students (35% of students with 20+ absences in 2013-14). However, recent data shows that student growth in ELA and Math has increased significantly since 2012-13, with the largest gains seen within the lowest third percentile population in ELA (96% growth in 2012-13, and 84% growth in 2013-14). According to the 2014 NYC School Quality Guide, students have exceeded target for percent of students at 75% growth or higher in ELA for subgroups: ELL (90.9%), Lowest Third Citywide (63.6%), Self-Contained/ICT/SETTS (69.4%) and Black/Hispanic Males (66.7%). According to the 2014 NYC School Quality Guide, students have exceeded target for percent of students at 75% growth or higher in Math for subgroup: ELL (50%), and have met target in subgroups: Lowest Third Citywide (46.6%), Self-Contained/ICT/SETTS (48.6%) and Black/Hispanic Males (50%). Furthermore, the support and dedication by teachers and staff have contributed to increased academic, social and emotionally support of students by the school's ability to retain teachers at over 90% over the last two years (2012-13 and 2013-14).

The Urban Assembly Institute for New Technologies (New Tech) has developed a reputation within District 5 for adequately meeting the needs and providing the appropriate mandated services for students with IEP's. New Tech's special education population (49%) is over three times the city average. According to the School Quality Guide, 69.4% of our special-education population (Self-Contained/ICT/SETTS) were at 75th growth percentile or higher on the NYS ELA exam, which is defined as ***exceeding the target***. According to the School Quality Guide, 48.6% of our special-education population (Self-Contained/ICT/SETTS) were at 75th growth percentile or higher on the NYS Math exam, which is defined as ***meeting target***. Furthermore, our school is exceeding the target of special-education students moving to a Less Restrictive Environment (0.69).

Over the past several years, ***The Urban Assembly Institute for New Technologies (New Tech)*** has increased partnerships to provide academic, emotional and social supports to students and families by strategically organizing available school and community resources as well as developing partnerships to increase student success. Since 2012, the School Leadership Team and faculty of ***New Tech*** have developed partnerships with community-based organizations that support students and families in ***character development and leadership qualities*** (Ramapo for Children, New York Peace Institute, ENACT, Go Girls), ***college and career readiness*** (Harlem Council of Elders, Unleashed for Girls, Avison Young), ***exposure of the arts*** (Lincoln Center Education: Arts in the Middle Program) and by providing an ***extended learning day*** program (Global Kids). Over the past two years, we have seen an increase in attendance rates and student success based on current data trends (85% in 2012-13, 88.5% in 2013-14).

Available CBO and school resources to students and families, which have been developed since 2012-13, are as follows:

- ***Lincoln Center Education: Arts in the Middle Program*** – Currently in its second year, this five-year partnership provides students with exposure to the arts through regular trips to Lincoln Center and local museums. In 2013-14, the entire school visited Lincoln Center and community museums several times throughout the year. All students are provided visual art instruction throughout the school day, with units of instruction leading to a culminating event.
- ***Harlem Council of Elders*** – Members of the Harlem Community meet with students throughout the year to discuss "success." Successful community members meet with students on a weekly basis in small and large groups to discuss what it means to be successful and allow students time to discuss their short- and long-term goals.

- **Ramapo for Children** – This partnership provides our male students the necessary outlets to discuss character and leadership development. Select students participate in three weekend retreats to Rhinebeck, NY throughout the year with their leadership advisor to foster their leadership skills and character development. A Ramapo representative works with teachers throughout the year to develop strong management skills in the classroom.
- **New York Peace Institute** – This partnership facilitates two groups (male and female) per week in a circle activity, which allows students to open up about issues they are having in their school or home life. Furthermore, this partnership handles individual case studies to support students and families who may be going through a hardship. Teachers and administrators refer students to this partnership for greater supports.
- **Unleashed** – This partnership provides our female population with character and leadership development. They meet on a weekly basis to develop advocacy and leadership skills. Through targeted lessons and activities around animal abuse and advocacy, our female students learn how to advocate for each other and themselves. Once a month, on a Saturday, they report to a local dog shelter to provide support to find homes for abandoned dogs. The puppies that the girls work with have been abandoned and then rescued and require careful supervision and care. The students are trained on how to carefully encourage the animals and socialize them appropriately until they are ready for fostering and adoption. By the graduation in May, all participants can speak to the needs of dogs in our country and how the public can best help with this issue. The culminating project is a student-created stand for a carnival that informs the public about animal rights. The students use that stand to educate and raise money for pet adoption and care.
- **ENACT** – This partnership provides all students a theatrical approach to dealing with issues within their life. Students engage and act out different responses to issues or frustrations they may come across within their school or home life. All students participate with this partnership throughout the school year.
- **Avison Young** – This partnership provides career and college readiness skills for students by planning short- and long-term goals with a select group of upper middle school learners. Twice a year, New Tech students visit the offices of Avison Young, located near 30 Rockefeller Center to engage in presenting individualized elevator pitches and presentations on short- and long-term goals.
- **Global Kids** – This partnership will be providing an extended-day learning program to all New Tech students. Students will engage in an extended 2.5 hours a day, which will include providing greater academic supports, STEM education, athletic and social supports.
- **Teen Thursday @ The Intrepid Museum** – Select 7th and 8th grade students participate in a weekly after school program at the Intrepid Museum that elaborates on social studies topics that students cover in class while helping students fine tune the thinking skills and processing skills described in the NYCDOE K-8 Social Studies Scope and Sequence. Students learn about the ship's history from museum experts through carefully planned interactive and hands-on lessons that integrate the use of primary and secondary resources.
- **New Tech Open Lab** – Starting in 2014-15, New Tech has constructed a new, state-of-the-art computer lab. This lab will be open to parents and families throughout the year to use as a resource. Parents and students will be able to access these resources at designated times throughout the week. Morning, afternoon and evening sessions will be available for families to accommodate their life schedules.

The mission at The Urban Assembly Institute for New Technologies is to create a constructive learning environment that focuses on engaging students in learning opportunities that address students' learning styles. While striving to meet Common Core Standards, New Technologies' faculty and staff will foster productive relationships with students, families and the community to ensure students are respectful, prepared and focused learners.

We continue to strive to build on the recent successes of our school. While we recognize academic, social and emotional growth over the past year, we have continued focused attention on improving on our students' low proficiency scores. Through teacher participation in Instructional Rounds, internal instructional coaching development through Teacher Incentive Funds (TIF) and Leadership in Education Apprenticeship Program (LEAP), Urban Assembly PSO weekly coaching support, involvement in the Learning Partnership Program, District 5 Professional Development opportunities and continued supports by our Community Based Organizations (CBO) we will continue to increase our percentage of students meeting or exceeding proficiency on the NYS ELA and Math tests, as well as being removed from the NYS Persistently Dangerous list.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the NYS Common Core 2014 ELA scores for all grades (6, 7, 8), 4.6% of all learners met proficiency by scoring at a level 3 or 4. This data reflects an upward trend of 2.7% when compared to the NYS 2013 ELA scores for all grades.

Based on the NYS Common Core 2014 Math scores for all grades (6, 7, 8), 3.4% of all learners met proficiency by scoring at a level 3 or 4. This data reflects an upward trend of 2.4% when compared to the NYS 2013 Math scores for all grades.

Based on our November 2013 Quality Review, our school received a “Developing” for QR Indicator 1.2. The report stated: “most lessons were at students’ independent levels and tasks were not challenging for select groups of students. As such, some teachers do not yet plan lessons that demonstrate sufficient engagement in higher order thinking so that all work products demonstrate activities that stretch the thinking of all learners, especially those performing at the highest achievement levels.”

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to improve on: (a) providing teachers the appropriate professional development, (b) informing parents on common core expectations and supports, (c) implementing common core materials in classrooms and (d) creating opportunities to provide additional support and in- and out-of the classroom to students in order to complete rigorous tasks.

Part 2 – Annual Goal

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

By June 2015, all teachers will provide targeted instruction to all learners that will result in a 15% increase of all students scoring at or above proficiency (Level 3 or 4) as measured by the NYS ELA and Math assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

Core curriculum delivered to all learners in ELA through Code X materials. Core curriculum delivered to all learners in Math through CMP3 materials.	All learners	September-ongoing	ELA and Math Department Lead
Implementation of Academic Intervention Services: Pull-out/Push-in Services including Programs: <i>Raz-Kids, Great Leaps, Reading A-Z, Buzz Math and Khan Academy.</i>	Special Education/ELL Students	September-ongoing	Special Education Coordinator
Parent workshops: <i>Curriculum Night, Understanding the Common Core, Supporting Students at Home</i>	Parents	September, October, November	Parent Coordinator
Professional Development Plan: Instructional Rounds-Teachers, administrator and paraprofessionals observing classrooms and debriefing on a weekly basis. Lesson Plan Study: Teachers and paraprofessionals engage in Instructional Rounds. The rounds will take place weekly. Teachers and paraprofessionals will visit classrooms, plan lessons, observe lessons in practice, debrief visits and discuss next steps for their own instructional practice. Learning Partners Program – Teachers and administrator visit both host and partnering schools to observe best practices, debrief and discuss next steps. Teacher Incentive Funds (TIF) teachers provide individual teacher support and facilitate instructional rounds where teachers visit classrooms, debrief using low inference notes and devise next step strategies to implement in classrooms.	School Community	September-ongoing	Instructional Round Facilitators – TIF and LEAP teachers

Part 4 – Resources Needed

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

- 8 periods (46minutes) of ELA instruction per week.
- 8 periods (46 minutes) of Math instruction per week. 3 of the 8 periods dedicated to fluency-based practice.
- Paraprofessional hired to support ICT classroom to allow for greater academic intervention services to all 8th graders.
- Academic support during the Global Kids afterschool program.
- 2 Instructional Coaches and 1 Demonstration Teacher working with teachers through the TIF program to provide teachers and paraprofessionals with increased instructional support.
- 1 Teacher enrolled in Leadership in Education Apprenticeship Program (LEAP) providing teacher support and special education coordination.
- Urban Assembly PSO Support – 1 Coach supports the school’s instructional coaches on a weekly basis, 1 Coach supports Math teachers on a weekly basis, 1 Coach supports the quality of special education services on a weekly basis.
- Department Meeting Thursdays - Teachers meet weekly to plan lessons to help support students to meet the demands of the common core task and to develop rubrics to assess student work.
- Professional Development Monday – Teachers debrief instructional rounds and engage in Professional Development opportunities led by TIF and LEAP teachers, District Talent Coach, administrator and Urban Assembly PSO support coaches.
- Parent Communication Tuesdays – Teachers discuss current instructional practices and home support strategies with parents during the designated parent engagement set aside time each week.

Part 5 – Budget and Resource Alignment

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

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

- NYSTL Funds used for CMP3 materials.
- NYSTL Funds used for Code-X materials.
- Tax Levy Funds used to create Per-session lines for teachers to attend outside school training in CMP3 and Code-X.
- Teacher Incentive Funds (TIF-Grant) – Three teachers provided .2 release time to coach and support teachers and facilitate instructional rounds.
- Title 1 Funds used to pay for professional development opportunities for teachers and administrator.
- OST Grant provides afterschool academic support to all students from 2:40-5pm each day.

Part 6 – Progress Monitoring

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

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

- 80% of all learners will show growth toward meeting standards on the ELA Benchmark Assessment taken in December 2014 as compared to their baseline assessment taken in September 2014.
- All grades will show at least one grade of reading growth on the Degree of Reading Power (DRP) assessment taken in December 2014. Baseline DRP scores were taken and recorded in September 2014.
- 80% of all learners will show growth toward meeting standards on the Math Benchmark Assessment taken in December 2014 as compared to their baseline assessment taken in September 2014.
- 80% of all learners will show progress towards meeting the standards as measured by comparing pre- and post-unit test scores in both Math and ELA.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013/14 Quality Review, parents and school leaders indicate that students with Individual Education Plans (IEP) feel accepted and integrated into all activities as a result of the focus on personal behaviors and skills. The 2013-2014 School Survey results indicate that 87% of parents are either satisfied or very satisfied with the educational planning and IEP development process at New Tech, with a majority agreeing that the school offers a wide enough variety of activities and services to help improve outcomes for their children. Eighty-three percent of teachers feel that New Tech educates students with disabilities in the least restrictive environment appropriate.

Despite these strengths, according to the 2014 Quality Snapshot, only 56% of students say that their peers at the school treat each other with respect as compared to the citywide average of 57%.

According to the NYS Violent and Disruptive Incident Reporting (VADIR) from years 2011-12, and 2012-13, New Tech has been placed on a list of Persistently Dangerous Schools for the next 2 years, despite the following data:

- According to the NYCDOE’s Online Occurrence Reporting System (OORS), overall incidents decreased by 38% from 2011-12 (154) to 2012-13 (96), with a 30% decrease in Level 4 and 5 infractions from 2011-12 (72) to 2012-13 (51).
- In November, 2013 our school received a Well Developed from our District 5 Superintendent on our NYC Quality Review in the area of School Culture: (1.4 QR Rubric) Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults.
- On the **NYC Learning Environment Survey**, we saw the following positive trends in the area of Safety and Respect:
 - School wide – 5.1 to 7.8 (Report Card Data from 2011-12, and 2012-13)
 - **How safe is this school? Report Card data** in 2012-13 reported a higher than average score for New Tech: **School Average (7.8) as compared to the Citywide Average (7.2) and Peer School Average (6.8)**
 - On the **2012-13 Learning Survey**, when parents were asked if their “child is safe?” **89% of parents either agreed (58%) or strongly agreed (31%)** with the statement.
 - On the **2012-13 Learning Survey**, when students were asked if they are “safe in (his/her) classes?” **84% of students either agreed (46%) or strongly agreed (38%)** with the statement.
 - On the **2012-13 Learning Survey**, when students were asked if he/she is “safe in the hallways, bathrooms, locker rooms, and cafeteria?” **75% of students either agreed (44%) or strongly agreed (31%)** with the statement.
 - On the **2012-13 Learning Survey**, when teachers were asked if he/she is “safe in the school?” **100% of teachers either agreed (36%) or strongly agreed (64%)** with the statement.

Part 2 – Annual Goal

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

By June 2015, The Urban Assembly Institute for New Technologies will decrease the number of incidents reported on OORS by 35%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Seek, establish and maintain partnerships to support the development of our students' interpersonal communication skills, and provide students with strategies for problem-solving and conflict resolution. Past and present partnerships include: Global Kids, ENACT, New York Peace Institute, Ramapo for Children, Unleashed, Harlem Council of Elders, Avison Young, and Arts in the Middle Program with Lincoln Center.	All learners	September-ongoing	Partnership coordinator
Parent Involvement and Communication: teachers and staff discuss student needs and strategies to best support their socio-emotional and academic development during the parent engagement time set aside each week, at IEP meetings (annual and triennial), and both formal and informal parent-teacher meetings	Parents	September-ongoing	All teachers/ staff
<p>School Guidance Counselor, ENACT Social Worker and staff on the Behavior Support Team and Special Education Department help to develop students' socio-emotional skills and counsel students with special needs and students in crisis.</p> <p>Students returning from suspension meet with guidance counselor and teachers prior to re-entering their classrooms to establish a responsive transition plan.</p> <p>“Student 360” Team Meetings and SIT Team Meetings bring relevant teachers and staff together to create an action plan for focusing the school’s available resources on individual students in need of more comprehensive or targeted support.</p> <p>IEP meetings: scheduled by the Special Education Coordinator and the School Based Support Team to ensure that students with disabilities are adequately supported by their IEP</p>	Students with IEPs, students in crisis, students facing behavior consequences and/ or a greater number of incidents as reported by teachers on JupiterGrades.com	September-ongoing	Guidance Counselor ENACT Social Worker Special Education Coordinator Deans
<p>School-wide Positive Behavior Recognition System incentivizes students to earn “shout outs” from teachers and staff to win various rewards such as lunches and trips.</p> <p>Implementation of Academic Intervention Services: Pull-out/Push-in Services including programs like <i>Raz-Kids</i>, <i>Great Leaps</i>, <i>Reading A-Z</i>, <i>Buzz Math</i> and <i>Khan Academy</i>.</p>	All learners Students with IEPs	September-ongoing	PBIS (PI2 Shout) Out Coordinator Paraprofessionals and Special Education teachers

Part 4 – Resources Needed

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

- Behavior Support Team members provided .2 release time to perform duties related to behavior support
- Special Education Coordinator provided .2 release time to perform duties related to serving the needs of students with IEPs
- Paraprofessional hired to support ICT classrooms to allow for greater academic intervention services in the 8th grade and in the self-contained 6th and 7th grade bridge class
- Special Education Coordinator and School Based Support Team collaborate to schedule IEP meetings
- Urban Assembly PSO Support – 1 Coach supports the quality of special education services on a weekly basis.
- Student 360: members of the community who serve the student of focus invited by principal to participate in meeting facilitated by Guidance Counselor and Special Education Coordinator
- SIT Team Meeting: monthly meeting scheduled and facilitated by Special Education Coordinator
- Parent Communication Tuesdays: Teachers discuss instructional practices and support strategies with parents during the parent engagement set aside time each week.

Part 5 – Budget and Resource Alignment

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

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

- Success Mentor Grants helps fund full-time Social Worker to support SIT meetings and Student 360.
- Tax Levy funds support .2 release time for Behavior Support Team members and Special Education Coordinator.
- Tax Levy funds support per-session available for PSO professional development opportunities.

Part 6 – Progress Monitoring

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

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

When compared with data from the same month in the previous school year, the overall number of behavior incidents will decrease by 35% in January 2015 as compared to January 2014.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The mission at The Urban Assembly Institute for New Technologies is to create a constructive learning environment that focuses on engaging students in learning opportunities that address students’ learning styles. However, according to New Tech’s 2013 - 2014 Quality Review, classroom discussions that give students the chance to support their views with evidence, change their minds, and formulate their own questions as a way to learn more are not yet the norm across grades or content.

As per the school’s Quality Review feedback, teachers need to strengthen the alignment between their practice and the school’s beliefs about learning to ensure high levels of engagement and thinking. Given our population of low-performing high-needs students, there is a great need to develop a consistent set of beliefs and practices among our teaching staff that better engage our students in the learning process by addressing their learning styles.

Part 2 – Annual Goal

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

By June 2015, teachers and staff at New Tech will establish an observable set of 3 teaching practices that align with the school’s belief that students need to be engaged in the learning process and are consistent across all classrooms. The 3 teaching practices will be: 1. Lesson Plan Format/Structure 2. Turn and Talk Strategies, 3. Utilizing Rubrics for assessment, peer review and self-review.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Learning Partners Program: Teachers and administrator visit both host and partnering schools to observe best practices, debrief and discuss next steps.	School Community	September-ongoing	Instructional Round Facilitators – TIF and LEAP teachers
Department Meeting Thursdays: Teachers meet weekly to plan lessons to help support students to meet the demands of the	School Community	September-ongoing	Instructional Round Facilitators

common core task and to develop rubrics to assess student work.			– TIF and LEAP teachers
Teacher Incentive Funds (TIF) teachers facilitate workshops with whole staff to develop an authentic school-wide Problem of Practice (POP). Professional Development Plan based on this POP: Instructional Rounds groups formed and teachers, administrator and paraprofessionals observing classrooms and debriefing on a weekly basis.	School Community	September-ongoing	Instructional Round Facilitators – TIF and LEAP teachers
TIF and LEAP teachers provide individual teacher support and facilitate instructional rounds where teachers visit classrooms, debrief using low inference notes and devise next step strategies to implement in classrooms. Urban Assembly Coach supports the school’s instructional coaches on a weekly basis, 1 Coach supports Math teachers on a weekly basis.	School Community	September-ongoing	Instructional Round Facilitators – TIF and LEAP teachers Urban Assembly coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Professional Development Monday: Teachers debrief instructional rounds and engage in Professional Development opportunities led by TIF and LEAP teachers, District Talent Coach, administrator and Urban Assembly PSO support coaches. TIF and LEAP coaches meet with individual teachers on a weekly basis. Coaches visit classrooms, debrief and provide next steps. Instructional cabinet will be created, made up of TIF and LEAP coaches, principal and Urban Assembly PSO coach. The instructional cabinet meet weekly to discuss Monday PD and coaching assignments. District 5 Talent Coach meets monthly with the principal to give feedback on written observation forms, visit classrooms, debrief visits and strengthen feedback. Funds to pay teachers for per session and substitute teachers to cover classes.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> TIF Grant will fund .2 release time for three teachers to be used to coach teachers. TIF Grant will fund per-session opportunities for coaches and teachers. Title 1 fund resources for Parent Workshops on how to support their children (re: common core). Tax Levy funds per-session and per diem for teachers to attend workshops and Learning Partners Program opportunities. 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.
<ul style="list-style-type: none"> By December 2014, teachers and staff will engage in 1 cycle of Instructional Rounds; instructional strategies explored during team debrief meetings will be observed in every team member’s classroom resulting in gains made on the teacher MOTP report.

- In December 2014, teachers and staff will participate in a staff-wide discussion of the experience (facilitated by the principal); next steps identified during this discussion will be implemented in subsequent rounds.
- By March 2015, teachers and staff will engage in the 2nd cycle of Instructional Rounds; instructional strategies explored during team debrief meetings will be observed in every team member's classroom resulting in gains made on the teacher MOTP report.
- In April 2015, teachers and staff will participate in a staff-wide discussion of the experience (facilitated by the principal); teachers and staff will review the instructional strategies shared by teams and identify a set of strategies that have already or will soon become part of their regular teaching practice resulting in gains made on the teacher MOTP report.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to first rounds of observations in 2014, conducted in September/October, the combined Measure of Teacher Practice (MOTP) ratings for the faculty at The Urban Assembly Institute for New Technologies displayed the lowest ratings in the Danielson Framework components of Planning (1e: 2.58), Engagement (3c: 2.46) and Assessment (3d: 2.2).

Based on our November 2013 Quality Review, our school received a “Developing” for QR Indicator 4.1. The report stated: “The principal is at the beginning stages of using observation data and teacher input to further drive professional development opportunities and link to the identified competency requiring support. Consequently, there are missed opportunities to help teachers achieve optimal levels of performance that allow them to reach their own personal goals, help achieve school goals, and positively impact student learning.”

In Summer 2014, the New Tech Faculty identified its Theory of Action for school year 2014-15. The Theory of Action is based on the three Danielson Components: Planning (1e), Engagement (3c) and Assessment (3d). Teachers then participated in a data dive to establish a Problem of Practice (POP), which is “Given the variety of ability levels of our students, how can we engage and support all learners in challenging tasks?” The focus questions in our instructional rounds are: “What is the challenging task? What is the level of engagement of our students? and How has the teacher planned to support the variety of ability levels in the classroom?” Teachers meet in instructional rounds, visit one another’s classes, debrief and set next steps to better support their practice to ensure the intellectual engagement of all learners in their classroom. Through this work, we are engaging in professional development opportunities, such as instructional rounds and one-to-one coaching.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By June 2015, all teachers will receive targeted support around our school’s Theory of Action which will result in a 20% increase of all teachers’ rating scores on Danielson Framework Components: Planning (1e), Engagement (3c) and Assessment (3d) as measured by Advance’s Measure of Teaching Practice (MOTP).
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Teachers attend a retreat and determine a Theory of Action which becomes the central focus for professional development throughout the year. The three components selected by all stakeholders are Danielson Framework Components: Planning (1e), Engagement (3c) and Assessment (3d).	Teachers	Summer 2014	Principal
Faculty engaged in a protocol to determine a Problem of Practice to analyze during Instructional Rounds. The Problem of Practice created by all stakeholders was "Given the variety of ability levels of our students, how can we engage and support all learners in challenging tasks?"	Teachers and paraprofessionals	September 2014	Instructional Round Facilitators – TIF and LEAP teachers
Instructional Rounds: Teachers and paraprofessionals engage in Instructional Rounds. The rounds take place weekly. Teachers and paraprofessionals visit classrooms, debrief the visits and discuss next steps for their own instructional practice. Focus questions for the instructional rounds, when visiting classrooms are: "What is the challenging task? What is the level of engagement of our students? and How has the teacher planned to support the variety of ability levels in the classroom?"	Teachers and paraprofessionals	September-December 2014	Instructional Round Facilitators – TIF and LEAP teachers
Lesson Plan Study: Teachers and paraprofessionals engage in Instructional Rounds. The rounds will take place weekly. Teachers and paraprofessionals will visit classrooms, plan lessons, observe lessons in practice, debrief visits and discuss next steps for their own instructional practice.	Teachers and paraprofessionals	January-March 2015	Instructional Round Facilitators – TIF and LEAP teachers

Part 4 – Resources Needed

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

- 2 Instructional Coaches and 1 Demonstration Teacher working with teachers through the TIF program to provide teachers and paraprofessionals with increased instructional support.
- 1 Teacher enrolled in Leadership in Education Apprentice Program (LEAP) providing teacher support and special education coordination.
- Urban Assembly PSO Support – 1 Coach supports the school’s instructional coaches on a weekly basis, 1 Coach supports Math teachers on a weekly basis, 1 Coach supports the quality of special education services on a weekly basis.
- Department Meeting Thursdays - Teachers meet weekly to plan lessons to help support students to meet the demands of the common core task and to develop rubrics to assess student work.
- Professional Development Monday – Teachers debrief instructional rounds and engage in Professional Development opportunities led by TIF and LEAP teachers, District Talent Coach, administrator and Urban Assembly PSO support coaches.

Part 5 – Budget and Resource Alignment

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

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

- Tax Levy Funds used to create Per-session lines for teachers to attend outside school training.
- Teacher Incentive Funds (TIF-Grant) – Three teachers provided .2 release time to coach and support teachers

and facilitate instructional rounds.

- Title 1 Funds used to pay for professional development opportunities for teachers and administrator.

Part 6 – Progress Monitoring

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

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

First Round of MOTP scores showed a school-wide score in the Danielson Framework components: 2.58 (Developing) in Planning (1e), 2.46 (Developing) in Engagement and a 2.2 (Developing) in Assessment (3d).

Second Round observation ratings will take place in November/December 2014 showing a 5% growth in these three components.

Third Round observation ratings will take place in January/February 2015 showing a 5% growth in these three components.

Fourth Round observation ratings will take place in March/May/June 2015 showing a 5% growth in these three components.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

We understand that as a school, it is the utmost importance to establish a productive partnership with families to engage them in their children’s learning. Establishing a school as part of an intricate component within a community is extremely important. Participation and attendance to conferences, workshops and supporting events has been at a lull. Only 10% of our families attended and participated in these events in 2013-14.

With almost 50% of the student population are students with learning disabilities and a growing population of English Language Learners (ELL) families, New Tech is committed to engaging families in the learning achievements of their children and support them in their needs and interests.

We have been successful in communicating with parents the instructional needs of their children. Staff has worked hard in establishing a productive and trusting relationship with families. The Quality Review reported that parents were happy with the support they were getting from teachers. As we work on shifting instructional practices to align with the rigorous curriculum, it is necessary to increase awareness and engagement of the Common Core Learning Standards (CCLS). Based on the NYS Common Core 2014 ELA scores for all grades (6, 7, 8), 4.6% of all learners met proficiency by scoring at a level 3 or 4. This data reflects an upward trend of 2.7% when compared to the NYS 2013 ELA scores for all grades.

Based on the NYS Common Core 2014 Math scores for all grades (6, 7, 8), 3.4% of all learners met proficiency by scoring at a level 3 or 4. This data reflects an upward trend of 2.4% when compared to the NYS 2013 Math scores for all grades. Supporting families and student achievement is paramount. Presenting information in a way that will support parents and generate interests and ideas will be needed to increase participation and attendance.

Part 2 – Annual Goal

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

By June 2015, Urban Assembly Institute for New Technologies will provide workshops, professional development and celebratory events for families that will result in a 25% increase of attendance and participation based on event sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- | | | | | |
|-----|--|--|---|--|
| 35. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | Target Group(s)
<i>Who will be targeted?</i> | Timeline
<i>What is the start and end date?</i> | Key Personnel
<i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 36. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |

37.	Strategies to increase parent involvement and engagement			
38.	Activities that address the Capacity Framework element of Trust			
	<ul style="list-style-type: none"> ➤ ENACT parent workshop: Engaging parents in a partnership program, providing resources; keeping current on the issues students and families are facing and providing support by creating a community for ENACT parents and guardians ➤ Providing support workshops for parents such as “Addressing Difficult Issues”, “Positive Parent -teacher Communication”, “Meeting Your Child Half Way” and “Establishing Trust” ➤ Providing meetings for families to strategize, brainstorm and pinpoint tactics that increase opportunities for caregivers and parents to get involve with their children at 	Parents	September - ongoing	Community Associate
	<ul style="list-style-type: none"> ➤ Parent Association Meetings: Instructional support and strategies at home, fundraising ideas, personal interest ideas. 	Parents	September - ongoing	Community Associate
	<ul style="list-style-type: none"> ➤ Home Visits ~ Establishing a partnership with families by conducting initial home visits to all incoming 6th grade families to assist with the transition, address concerns and expectations. Provide information on the state and local laws on rights and responsibilities of parents and school. 	Parents	Summer 2014	Community Associate
	<ul style="list-style-type: none"> ➤ Communication: Jupiter Grades – Computer program communicates to families about each student’s progress in every class including behavior and attendance reports. 	Parents	September – ongoing	Deans

Part 4 – Resources Needed

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

- Community Associate and Teachers make home visits over the summer to incoming 6th grade families.
- ENACT Social Worker and Parent Coordinator facilitate workshop for parents. Provide resources for parents in need.
- Food, space and materials for Parent Workshops.
- Open Technology Lab – Parents are invited for complete use of technology at certain times throughout the week.
- Bacon and Egg Honor Roll – Honor roll students and parents have breakfast with New Tech staff to celebrate academic accomplishment.
- Monthly SLT and PTA meetings – Holiday Dinner, Breakfast with the Principal, ENACT Workshops.
- JupiterGrades purchased to communicate academic progress to parents.
- Tuesday Parent Contact Time – Teachers make phone calls and log on Jupitergrade from 2:40-3:15.

Part 5 – Budget and Resource Alignment

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

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

- Success Mentor Grant used to help fund full-time social worker responsible for creating and providing parent workshops.
- Tax Levy funds used to provide per-session opportunities to teachers for home visits.
- Title 1 funds used to purchase resources for workshop events.
- Title 1 funds used to purchase JupiterGrades licensing.

Part 6 – Progress Monitoring

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

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

- By January 2015, we will have seen a 15% increase in parent attendance at workshops as compared to participation in January, 2014 which will be determined by sign-in sheets for workshops, curriculum nights and parent-teacher conferences.

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ol style="list-style-type: none"> 1. DRP scores/ QRI Results 2. NYS ELA 2013 Test Scores 3. ELA Benchmark Scores 4. Pre- and Post-Unit Test scores 	<ol style="list-style-type: none"> 1. Saturday Scholar Program. 2. Global Kids afterschool Program. 3. Reading A-Z. 4. Great Leaps 5. Raz Kids 	<ol style="list-style-type: none"> 1. Small groups 2. Small groups 3. Individualized 4. Individualized 5. Individualized 	<ol style="list-style-type: none"> 1. Saturdays 2. Afterschool 3. During School 4. During School 5. During School
Mathematics	<ol style="list-style-type: none"> 1. NYS Math 2013 Test Scores 2. Math Benchmark Scores 3. Pre- and Post-Unit Test scores 	<ol style="list-style-type: none"> 1. Saturday Scholar Program. 2. Global Kids afterschool Program. 3. Buzz Math. 4. Great Leaps 5. Khan Academy 	<ol style="list-style-type: none"> 1. Small groups 2. Small groups 3. Individualized 4. Individualized 5. Individualized 	<ol style="list-style-type: none"> 1. Saturdays 2. Afterschool 3. During School 4. During School 5. During School
Science	<ol style="list-style-type: none"> 1. Science MOSL Baseline Results 2. Pre- and Post-Unit Test scores 	<ol style="list-style-type: none"> 1. Saturday Scholar Program. 2. Global Kids afterschool Program. 3. Science A-Z. 	<ol style="list-style-type: none"> 1. Small groups 2. Small groups 3. Individualized 	<ol style="list-style-type: none"> 1. Saturdays 2. Afterschool 3. During School
Social Studies	<ol style="list-style-type: none"> 1. Science MOSL Baseline Results 2. Pre- and Post-Unit Test scores 	<ol style="list-style-type: none"> 1. Saturday Scholar Program. 2. Global Kids afterschool Program. 3. Discovery Techbooks 	<ol style="list-style-type: none"> 1. Small groups 2. Small groups 3. Individualized 	<ol style="list-style-type: none"> 1. Saturdays 2. After School 3. During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. IEP Mandated Counseling Students 2. Identified Chronic Absentee (CA) Students 	<ol style="list-style-type: none"> 1. Individual and group therapy; psychological services; consultation to parents; crisis intervention; referrals to outside agencies, assessment of students' social behavioral, and academic functioning 2. ENACT Social worker identifies 50 students to provide 	<ol style="list-style-type: none"> 1a. Small Group 1b. One-to-One 2a. Small group 2b. One-to-One 3. Small groups 	<ol style="list-style-type: none"> 1. During School 2. During and After School 3. After School

		emotional/social supports. 3. Global Kids after school supports		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> Teachers attend professional development opportunities provided by the DOE, Network, and Common-Core Curriculum Providers. Teachers/Paraprofessionals attend Professional Development sessions every Monday from 2:40-4:00. Teacher/ Paraprofessionals meet in department teams once a week (Thursdays 2:40-3:20) to analyze their curriculum and student work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Together, the principal worked with school-based committees of teachers to determine the best local measures for our school based upon available options approved by the state. Throughout the year, teachers will play a key role in implementing the measures of student learning in their schools. Student starting points were identified in the fall, either using historical student performance data or via baseline assessments administered in the classroom. Teachers and principals used the results of baseline assessments as additional information to plan instruction for the year and focused on key areas of needs for students in their classroom. Teachers and principal regularly check-in throughout the year to assess student progress using whatever formative or periodic assessments decided on. In the spring, end of year assessments will be administered in classrooms. Student growth scores will be determined either using a growth model, based on the school's growth measurement selection. Teachers receive their final ratings in the fall, when test scores become available. Teachers and principal discuss results and use information from the MOSL process to help drive instructional improvements the following year.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax

Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	63,490	X	11, 16, 19, 20, 22, 26
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	985,236	X	11, 14, 16, 19, 20, 22

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

[The Urban Assembly institute for New Technologies], 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 410
School Name UA Institute for New Technologies		

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

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

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

D. Student Demographics

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

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6	1	0	4	1	2	1		1	11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	6	1	0	4	1	2	1	0	1	11
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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 6th Grade ELL's are beginners and 75% of 6th grade ELL's are advanced, 33% of 7th Grade ELL's are beginners and 67% are Advanced, and 25% of 8th 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 assesments 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 teacehr 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 interactives 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:			

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

Math:				
Science:				

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

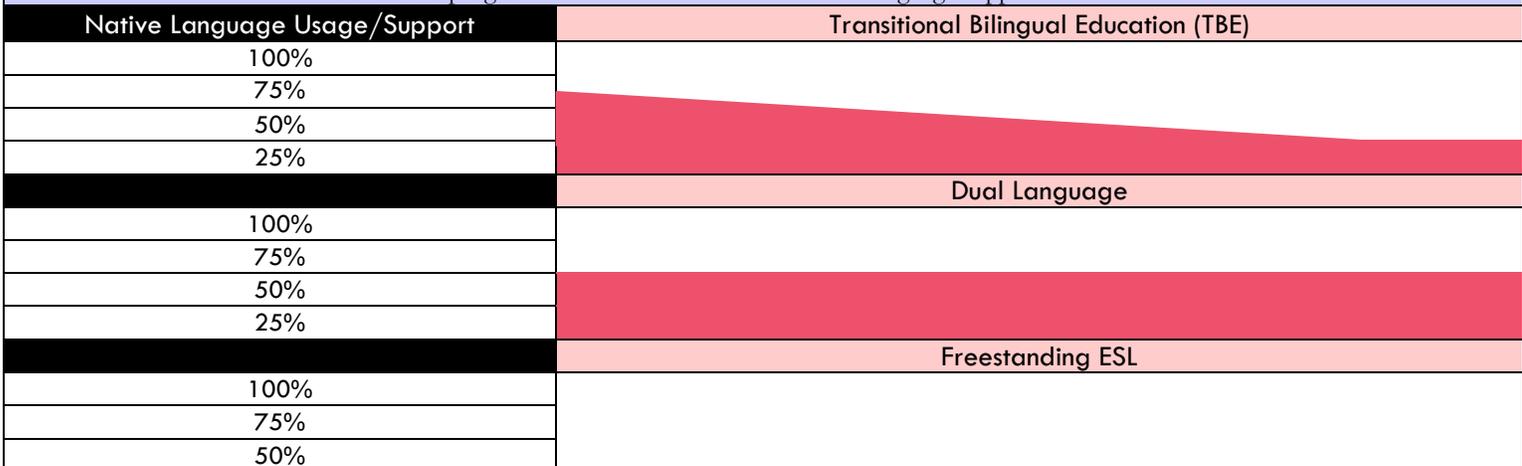
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. 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

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

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.