



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

05M410

School Name:

THE URBAN ASSEMBLY INSTITUTE FOR NEW TECHNOLOGIES

Principal:

ROXANNE BROWN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Urban Assembly Institute for New Technologies School Number (DBN): 05M410
Grades Served: Grade 6 – Grade 8
School Address: 509 West 129th Street, New York, NY 10027
Phone Number: 212 543 3840 Fax: 212 690 0119
School Contact Person: Roxanne L. Brown Email Address: rbrown8@schools.nyc.gov
Principal: Roxanne L. Brown
UFT Chapter Leader: Daphne LaBua-Stenzel
Parents' Association President: Kiema Olive
SLT Chairperson: Latoya Wyche
Title I Parent Representative (or Parent Advisory Council Chairperson): Beverly Hall
Student Representative(s): _____

District Information

District: 05 Superintendent: Gale Reeves
425 West 123rd Street - Room 204
Superintendent's Office Address: New York, New York 10027
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: (212) 769-7500 ext. 236 Fax: (212) 769-7619

Borough Field Support Center (BFSC)

BFSC: manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue 7th 8th Floor, NY. NY.
Director's Email Address: _____
Phone Number: 646-470-0721 Fax: 212-356-7564

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Roxanne L. Brown	*Principal or Designee	
Daphne LaBua-Stenzel	*UFT Chapter Leader or Designee	
Kiema Olive	*PA/PTA President or Designated Co-President	
Michael Arbelo	DC 37 Representative (staff), if applicable	
Beverly Hall	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Adam Lee	Member/ Teacher	
Evelyn Rosario	Member/ Parent	
Latoya Wyche	Member/ Teacher	
Simone Speas	Member/ Parent	
	Member/ Teacher	
Loucricia Brown	Member/ Parent	

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

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

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

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Urban Assembly Institute for New Technologies is a small middle school (108 students enrolled) located in West Harlem, NY. Our student population is comprised of learners: with Individualized Educational Plan (Individualized Educational Plan (IEP41%), living in poverty (100% qualifying for free lunch), academically under-performing (5.7% proficiency in English Language Arts (ELA) and 4.6% in Math in 2013-14), and with an above-average rate of chronically absent students (29% of students with 20+ absences in 2013-14). However, recent data shows that student growth in English Language Arts 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 New York City (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/ Integrated Collaborate Teaching (ICT/Special Education and Teacher Support Service (69.4%) and Black/Hispanic Males (66.7%).

According to the current data from the fall Degrees of Reading Power (DRP) assessment, 31% of the 6th grade class (incoming 6th graders) are reading on or above current grade level(OAGL-on or above current grade level) with another 24% somewhat below grade level (SBGL), 13% of the 7th grade class are reading on or above grade level (OAGL), with another 13% close to reading on grade level (SBGL), 10% of the 8th Grade class are reading on or above grade level (OAGL) with 33% close to reading on grade level (SBGL). The data proves that growth is obtainable through a clear instructional focus that will embed literacy through content areas.

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). 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 (New York Peace Institute, ENACT, Go Girls), college and career readiness (Harlem Council of Elders, Unleashed for Girls,), exposure of the arts (Lincoln Center Education: Arts in the Middle Program, Teen Thursdays) 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, 90.3% in 2014-15).

Available community based organization (CBO) and school resources to students and families, which have been developed since 2012, 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.
- **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. Enact also supports parents and our school staff with professional development workshops throughout the school year.
- **Avison** 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** 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.

Our vision is to provide a nurturing and stimulating environment where all members of the New Tech community feel welcomed and encouraged to achieve their fullest potential. Our small community works tirelessly to ensure that meaningful learning happens by meeting individual needs and cultivating unique learning styles. At New Tech, we believe that collaborative efforts and reflective practices at all levels build a strong learning community where shared leadership promotes shared responsibility.

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, literacy will be embedded through all disciplines to develop readers, writers and critical thinkers to increase student achievement. 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. As New Tech, we realize that our students need experience in reading informational texts, talking to their peers about their learning and writing. The instructional focus is around designing rigorous questions and tasks with support structures in all classes so all students can grow as readers and writers.

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 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.

05M410 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	92	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	8	# SETSS	N/A	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.5%	% Attendance Rate			86.0%
% Free Lunch	88.5%	% Reduced Lunch			6.3%
% Limited English Proficient	12.5%	% Students with Disabilities			44.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			68.8%
% Hispanic or Latino	29.2%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.52	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			2.62
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.6%	Mathematics Performance at levels 3 & 4			3.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			30.8%
Student Performance for High Schools (2013-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Based on the NYS Common Core 2015 ELA scores for all grades (6, 7, 8), 5.7% of all learners met proficiency by scoring at a level 3 or 4. This data reflects an upward trend of 1.1% when compared NYS 2014 ELA scores for all grades. Based on the NYS Common Core 2015 Math 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 1.2% when compared to the NYS 2014 Math scores for all grades. Based on our January 2015 Quality Review, our school received a “proficiency” in the areas of 1.1 and 2.2 of the Instructional Core, 3.4 of School Culture and 4.2 in Systems for Improvement. While we continue to glean in the fore mentioned areas, we received "Developing" in the area of 1.2, Develop teacher pedagogy from a coherent set of beliefs about how student learn best that is informed by the instructional shifts and Danielson Framework for teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful products. Although, teachers ask thoughtful questions, across grades, teaching practices do not consistently require all students to productively struggle with tasks that maximize their opportunities to demonstrate higher order thinking skills. 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.</p>		

Part 2 – Annual Goal

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

By June 2016, all teachers will provide targeted instruction to all learners that will result in a 10% 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Core curriculum delivered to all learners in ELA through Code X materials. Core curriculum delivered to all learners in Math through CMP3 materials. 10 periods (45 minutes) of Math instruction per week. 5 of the 10 periods dedicated to fluency-based practice.</p> <p>Global Kids Afterschool program provides academic instruction, homework help</p>	<p>All learners</p>	<p>Sept-Jun</p> <p>Sept.10 - Jun 21</p> <p>Sept.-May</p>	<p>ELA and Math Department Lead</p> <p>GK Instructors</p> <p>PIC-Ms. Labua</p>

<p>and free choice world awareness classes.</p> <p>Peer Instructional Coach (PIC) works with teachers through the TIF program to provide teachers and paraprofessionals with increased instructional support through inter-visitations, debriefing feedback and resources.</p>			
<p>Implementation of Academic Intervention Services: Pull-out/Push-in Services including Programs: Raz-Kids, Great Leaps, Reading A-Z, Buzz Math and Khan Academy.</p>	<p>Special Education/ ELL Students</p>	<p>Sept-Jun</p>	<p>Special Education Team</p>
<p>Parent workshops: Curriculum Night, Understanding the Common Core, Supporting Students at Home, Enact workshops to address the social and emotional needs of families through drama</p>	<p>Parents</p>	<p>Sept,Oct. Nov, Dec,Feb. Mar.</p>	<p>Parent Coordinator, Guidance Counselor, Enact Social Worker</p>
<p>Professional Development Plan: Embedding literacy</p> <p>1. Instructional Focus-1: Turn & talk is practiced across all classrooms allowing students to talk about their thinking and listen to each others responses</p> <p>2. Instructional Focus-2: Small group learning creates a setting allowing students to discuss challenging tasks or questions and support ones thinking through talking and writing.</p> <p>4. Instructional Focus -4: Instructional Rounds- Teachers, administrator and</p>	<p>School community</p>	<p>Oct. Nov. Dec Jan. feb, Mar.</p>	<p>Instructional Round Facilitators – TIF and LEAP teachers</p>

paraprofessionals observing classrooms and debriefing on a weekly basis. Lesson Plan Study: t steps for their own instructional practice.			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Paraprofessional hired to support ICT classroom to allow for greater academic intervention services to all 8 th graders. • 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, • 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. • Title 1 Funds used to pay for professional development opportunities for teachers and administrator. • OST Grant provides after school academic support to all students from 2:40-5pm each day.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • 80% of all learners will show growth toward meetings standards on the ELA Benchmark Assessment taken in December 2015 as compared to their baseline assessment taken in September 2015. • All grades will show at least one grade of reading growth on the Degree of Reading Power (DRP) assessment taken in December 2015. Baseline DRP scores were taken and recorded in September 2015. • 80% of all learners will show growth toward meeting standards on the Math Benchmark Assessment taken in December 2015 as compared to their baseline assessment taken in September 2015. • 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 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to the 2013 and 2014 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 2014-2015 School Survey results indicate that 94% of parents and students combined feel that teachers are committed to student success, improving their schools, and continuous professional learning within a culture of respect. 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%. Overall incidents decreased by 69% from 2013-14 (121) to 2014-15 (41). Level 4 and 5 incidents decreased by 69% from 2013-14 (93) to 2014-15 (32). 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:</p> <ul style="list-style-type: none"> According to the NYCDOE’s Online Occurrence Reporting System (OORS), overall incidents decreased by 73% from 2013-14 (121) to 2014-15 (33), with a 69% decrease in Level 4 and 5 infractions from 2013-14 (95) to 2014-15 (29). 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: <ul style="list-style-type: none"> o School wide – 5.1 to 7.8 (Report Card Data from 2011-12, and 2012-13) 		

- o How safe is this school? Report Card data in 2012-13 reported a higher than average score for New Tech:
- o School Average (7.8) as compared to the Citywide Average (7.2) and Peer School Average (6.8)
- o 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.
- o 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.
- o 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.
- o 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

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

The number of incidents in Urban Assembly Institute for New Technologies that are reported in OORS will decrease by 20% by June 2016. This 20% decrease was taken from the previous year reported incidents.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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.</p> <p>Past and present partnerships include: Global Kids, ENACT, New York Peace Institute, Unleashed,</p>	<p>All learners</p>	<p>Sept. Oct. Nov. Dec. Jan. Feb, Mar. April May</p>	<p>Partnership coordinator</p>

<p>Harlem Council of Elders, Young, and Arts in the Middle Program with Lincoln Center.</p>			
<p>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</p>	<p>Parents</p>	<p>Sept-JUN-</p>	<p>All teachers/ staff</p>
<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. counselor will "check in" with returning students and teachers for additional supports.</p> <p>"Student 360" Team Meetings where an supportive action plans are placed into action create to help at-risk youth. 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</p>	<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</p>	<p>Sept- Jun</p> <p>Sept-Jun</p> <p>Sept-Jun</p>	<p>Guidance Counselor</p> <p>ENACT Social Worker</p> <p>Special Education Coordinator</p> <p>Deans /Counselors</p>

<p>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>			
<p>School-wide Positive Behavior Recognition System incentives 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 Raz-Kids, Great Leaps, Reading A-Z, Buzz Math and Khan Academy.</p> <p>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</p> <ul style="list-style-type: none"> • Special Education Coordinator and School Based Support Team collaborate to schedule IEP meetings • Affinity Group Coach – 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 	<p>All learners</p> <p>Students with IEPs</p>	<p>Sept-Jun</p>	<p>PBIS (PI2 Shout) Out Coordinator</p> <p>Paraprofessionals and Special Education teachers</p>

Special Education Coordinator			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, the overall number of incidents reported will decrease by 10% (1/2 of the total %) as evident in OORS data.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The mission at The Urban Assembly Institute for New Technologies (New Tech) 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.</p> <p>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.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016, teachers and staff at New Tech will establish and maintain 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. teachers will track students, establish "Check for Understanding" procedures , analyze data and plan individualized instruction based on student needs determined from analyzed data protocols as measured by a 10% increase resulting in 80% score in the "Collaborate" section of the Framework for Great Schools Report. The Advance</p>

data will be used as a tool to measure the instructional shifts teachers are making daily to improve student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development Monday: Teachers debrief instructional rounds and engage in Professional Development opportunities led by TIF Coach</p> <ul style="list-style-type: none"> • TIF coach meet with individual teachers on a weekly basis. Coaches visit classrooms, debrief and provide next steps. 	<p>School Community</p>	<p>Oct - May</p>	<p>Principal, TIF, District Coach</p>

<ul style="list-style-type: none"> • Instructional cabinet will be created, made up of TIF coach, principal and Affinity coach. The instructional cabinet meet weekly to discuss Monday PD and coaching assignments. • <p>District 5 Talent Coach meets monthly with the principal to give feedback on written observation forms, visit classrooms, debrief visits and strengthen feedback.</p>			
<p>Content Teams 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.</p>	<p>School Community</p>	<p>Sept-May</p>	<p>principal, Instructional Coach</p>
<p>Teacher Incentive Funds (TIF) teachers facilitate workshops with whole staff to develop an authentic school-wide Problem of Practice (POP).</p> <p>Professional Development Plan based on this POP: Instructional focus#1 - Pair Share with rigorous questions for rich talk</p> <p>Instructional Focus #2 - small learning groups - discussion and writing with rich text while teachers facilitates, take notes on learning and misconceptions and give feedback to students of the groups.</p> <p>Instructional Focus #3 - learning conferences- students meet with teachers</p>	<p>School Community</p>	<p>Sept - May</p> <p>Oct-May</p> <p>Nov-Jun</p> <p>Dec-Jun</p>	<p>Principal. Instructional Coaches</p>

to discuss learning goals, strategies and actionable next steps Rounds groups formed and teachers, administrator and paraprofessionals observing classrooms and debriefing on a weekly basis.			
In December instructional rounds would take place allowing teachers to visit classrooms, debrief using low inference notes and devise actionable steps & strategies to implement in classrooms. Affinity Group Coach supports the school's instructional coaches on a weekly basis, 1 Coach supports Math teachers on a weekly basis.	School Community	Dec- Jun	Principal, Instructional Round Facilitators – TIF teachers Affinity Group coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Funds to pay teachers for per session and substitute teachers to cover classes. • 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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will demonstrate one level progress in Danielson related to designing coherent instruction 1e, using assessment in instruction 3d as measured by Advance data.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>According to rounds of observations in 2014-15, 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.”</p> <p>In June 2015, the New Tech Faculty identified its Instructional Focus and Theory of Action for school year 2015-16. The Theory of Action is based on the three Danielson Framework Components: (1c) Designing Coherent Instruction 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.</p>		

Part 2 – Annual Goal

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

By June 2016, all teachers will receive targeted support focused on the school’s Theory of Action which and aligned to Danielson Framework’s components (IE) Designing Coherent Instruction , (3c) Engaging students in learning and (3e) Using assessment in Instruction, which will result in a 20% increase of all teachers’ rating scores on Danielson Framework Components: Planning (1e), Engagement (3c) and Assessment (3d) Using assessments in Instruction which will result in a 20%overall increase in the ratings for all teachers based on Advance data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Based on IPC, Teachers will receive support in professional development throughout the year. The three components selected</p>	<p>Teachers</p>	<p>Sept. May</p>	<p>Principal</p>

by all stakeholders are Danielson Framework Components: Planning (1e), Engagement (3c) and Assessment (3d).			
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 diverse learners within New tech Community, how can we embed literacy throughout all content areas to increase student achievement?”	Teachers and paraprofess	Aug.2015, Sept. 2015	principal – TIF and 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 literacy skills are implemented? What opportunities are provided to support the variety of ability levels in the classroom?”	Teachers and paraprofessionals	- Dec 2015 May 2015	Instructional Round Facilitators – TIF and 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 teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, all teachers will receive targeted support around our school's Theory of Action which will result in a 10% increase of all teachers' rating scores on Danielson.

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

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>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 15% of our families attended and participated in these events in 2014-15.</p> <p>Since almost 41% 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.</p> <p>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). 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.</p>		

Part 2 – Annual Goal

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

By June 2016, there will be a 25% increase of attendance and parent participation in school events are measured by attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>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</p>	<p>Parents</p>	<p>Sept~ May</p>	<p>Community Associate, Enact Social Worker, guidance Counselor, teachers, Principal</p>

<p>ENACT parents and guardians</p> <p>Providing support workshops for parents such as “Addressing Difficult Issues”, “Positive Parent - teacher Communication”, “Meeting Your Child Half Way” and “Establishing Trust”</p> <p>Providing meetings for families to brainstorm and pinpoint tactics that increase opportunities for caregivers and parents to get involve with their children at school.</p> <p>Open Technology Lab – Parents are invited for complete use of technology at certain times throughout the week.</p> <ul style="list-style-type: none"> • Bacon and Egg Honor Roll – Honor roll students and parents have breakfast with New Tech staff to celebrate academic accomplishment. 			
<p>Parent Association Meeting: Instructional support and strategies at home, fund raising ideas, personal interest workshops</p> <p>Through the support of our different partners, Lincoln Center Arts in the Middle, and with Enact, a monthly series of interest-based workshops, PDs and celebratory events will be offered throughout the school year. On-going communication efforts via back packed announcements, mass mailings and phone calls are just a few of the efforts to increase family engagement.</p>	<p>Parents</p> <p>Parents</p>	<p>Sept-May</p> <p>Sept-May</p>	<p>Community Associate, Enact Social Worker, guidance Counselor,teacher</p> <p>Principal, Comm Assoc, SW, GC, T</p>

Home Visits - Establishing a partnership with families by conducting initial home visits to all incoming 6 th 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 2015	Community Associate, Admin
Jupiter Grades - Computer program communicates to families about each student's progress in every class including behavior and attendance reports.	Parents	Sept-June	Deans. teachers, staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Success Mentor Grant used to help fund full-time social worker responsible for creating and providing parent workshops.											
<ul style="list-style-type: none"> • Tax Levy funds used to provide per-session opportunities to teachers for home visits. <ul style="list-style-type: none"> • Title 1 funds used to purchase resources for workshop events. • Title 1 funds used to purchase JupiterGrades licensing. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By June 2016, there will be a 13% increase in parent participation in school events measured by attendance sheets.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	1. DRP scores 2. NYS ELA 2015 Test Scores - Students with 1 & 2 on state assessments 3. ELA Benchmark Scores 4. Pre- and Post-Unit Test scores	1. Saturday Program_ Teachers develop plans close readings, citing textual evidence, central idea of informational texts, . 2. Global Kids afterschool Program- academic skill building & homework Help 3. Reading A-Z. 4. Great Leaps 5. Raz Kids	1. Small groups 2. Small groups 3. Individualized 4. Individualized 5. Individualized	1. Saturdays 2. Afterschool 3. During School 4. During School 5. During School
Mathematics	1. NYS Math 2015 Test Scores - students with 1 & 2 on state assessments 2. Math Benchmark Scores 3. Pre- and Post-Unit Test scores	1. Saturday Scholar Program. 2. Global Kids afterschool Program- academic skill building & homework 3. Buzz Math., SumLord, software programs customized based Students needs-focus on areas of growth	1. Small groups 2. Small groups 3. Individualized 4. Individualized 5. Individualized	1. Saturdays 2. Afterschool 3. During School 4. During School 5. During School
Science	1. Science MOSL Baseline Results - students with 1 & 2 on state assessments 2. Pre and Post-Unit Test scores	1. Teacher developed lessons to address specific content area strands Close reading & annotation of informational text Pair-share discussions of informational text	1. Small groups 2. Small groups 3. Individualized	1. Saturdays 2. Afterschool 3. During School

Social Studies	1. Science MOSL Baseline Results - students with 1 & 2 on state assessments 2. Pre- and Post-Unit Test scores	1. teachers developed lessons to address specific content area strands Close reading & annotation of informational text Pair-share discussions of informational texts	1. Small groups 2. Small groups 3. Individualized	1. Saturdays 2. After School 3. During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. IEP Mandated Counseling Students 2. Identified Chronic Absentee (CA) Students	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	1a. Small Group 1b. One-to-One 2a. Small group 2b. One-to-One 3. Small groups	1. During School 2. During and After School 3. After School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • 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, 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, staff, and paraprofessionals 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 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.

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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 (SCEP) 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		Funding Amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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		Indicate the amount	
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	46,545.00	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	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,015,659.00	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:

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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** (New Tech) 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, New Tech 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, 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 Urban Assembly Institute for New Technologies 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 on 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 410
School Name UA New Tech		

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

Principal Roxanne L. Brown	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher N/A	School Counselor Robin Screen
Teacher/Subject Area Daphne Labua (SpEd)	Parent Oumar Barry
Teacher/Subject Area Kofi Edusei (Gen Ed)	Parent Coordinator N/A
Related-Service Provider Adam Lee	Borough Field Support Center Staff Member Daniel Walsh
Superintendent Gale Reeves	Other (Name and Title) N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	108	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	8	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	1

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

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

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								2	1					0
Emerging (Low Intermediate)							1	1	1					0
Transitioning (High Intermediate)									1					0
Expanding (Advanced)							2							0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns that are pulled from students taking the LAB-R suggest that 50% of 6th Grade ELL's are beginners and 50% of 6th grade ELL's are advanced, 100% of 7th Grade ELL's are beginners and 0% are Advanced, and 75% of 8th Grade ELL's are beginners and 25% are Intermediate. This data reveals that the majority of our ELL students are in the beginning stages of learning English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO 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 to target the development of identified skills. Teachers meet with these learning groups several times a week and meet them where they are academically by providing resources and materials that align with their decoding and comprehensive levels. During this time, teachers scaffold using comprehension strategies that ELL can incorporate.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- 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 home language used?
 - a. None of the ELL students in grades 6-8 have received proficiency in ELA or Math in 2015. 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 for creating learning groups, one-to-one conferences and instructional 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
At New Tech, Ms. Screen, guidance counselor have 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. Labua) as pedagogue. Thereafter, there is an informal interview with the student, parents/guardians, and the pedagogue (Ms. Labua) 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE students are identified during enrollment through conversation with parent and students. Designated staff will administer the oral interview questionnaire to ensure proper identification and provide information regarding language and literacy development. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)
Initial SIFE status is then entered in ATS, the DOE data system no later than 30 days from initial enrollment using the BNDC function.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members

(refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The process is the same as above. At New Tech, Ms. Screen, guidance counselor have 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. Labua) as pedagogue. Thereafter, there is an informal interview with the student, parents/guardians, and the pedagogue (Ms. Labua) who administered the HLIS with Ms. Screen. At UA New Tech. In addition, we accommodate our ELLs by providing additional support with outside agencies and partners. Enact, one our partners provides a full time social worker to support with resources for our families and students. We have a relationship with IRC New York Refugee program & Academic Coaching. They provide a number of services for both students and their families.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Due to the low population of ELL students in our school, our guidance counselor and our teacher (pedagogue) meets 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.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

During the Parent Orientation information is shared with families regarding the changes in CR Part 154 regarding the appeal process for parents. The new Re-identification Process provides a review process that schools, parents, and students can utilize if they believe a student may have been misidentified as an ELL or non-ELL and this request must be done within 45 school days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Due to the low population of ELL students in our school, our guidance counselor, Robin Screen, and teacher, Ms. Labua 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our parent engagement is a crucial part of our success. We are particularly interested in the communication venues for our ELL families. 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. In Addition, Ms. Screen, the school counselor and Ms. Prince, the Enact social worker work closely with the families to ensure support and guidance for our families.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

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.
9. Describe how your school ensures that placement parent notification letters are distributed.

When a new ELL enrolls, we inform parents of the three instructional models available in New York City regardless of whether the preferred model is currently offered in the school. New Tech provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video that provides details on the three program options for ELLs and the videos are available in 13 languages. After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The completed HLIS forms is placed in the student's cumulative file and remain a part of the student's permanent record
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our primary pedagogue responsible for administering the NYSESLAT exam 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.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Following the administration of the exam, Parents are sent notification letters (Via mail and via students). Ms. Screen, Ms. Prince reaches out to families to assist in the support needed.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
New Tech has self-contained, ICT and general ed classes mixed in heterogenous groups. Classes travel together in homerooms throughout the school day. The ESL teacher will provide push-in and pull-out, this model proved to be academically successful in meeting the heterogeneous mixed proficiency level of our ELL student population.
 - b. TBE program. *If applicable.*
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.
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
For our entering and emergent learners, they will receive one unit of study in ELA. for our more advance learners, they will receive .5 unit of study in ENL/ELA and a more flexible integrated study.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
ELL Programming 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 the other teachers in order to differentiate instruction for the ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. We currently have one SIFE student. 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 teacher is always present at all meetings.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
As a school community, New Tech will provide the support and guidance to ensure thst the student academic progress is monitored and supported acoording to the protocols of ELL policy.
 8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
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.
 9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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

Chart

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

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

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

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



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

Chart

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

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

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

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

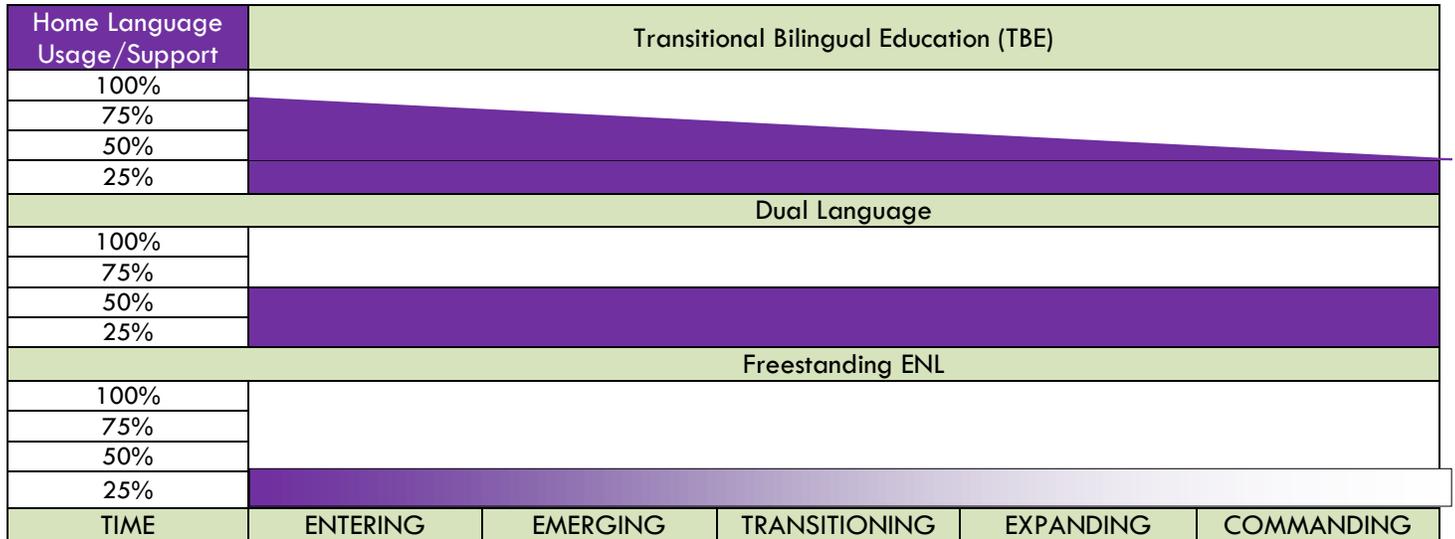


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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.
11. 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. In the interim, our ELLs will receive services from two licensed ESL teachers who are being shared by New Tech and another school on campus, RLA.
12. What new programs or improvements will be considered for the upcoming school year?
We currently have Lincoln Center Arts in the middle which offers a teaching artist who co-teaches with the content teachers exposing students in the different genres of art. Our students and families will also attend events at Lincoln Center.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our students have access to all school programs in New Tech. Parents are notified of the programs and students are supported with staff and students of New Tech.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
IPads
Reading A-Z
Laptops and interactive programs
Lightsail learning (web-based application)
Magazine subscriptions
Books in both languages Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELL will be supported by New Tech team of teachers, guidance counselor, social worker and the different levels of support with our afterschool program and partnering programs.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Over the course of the school year 2014-2015, with our shared ELL teachers, 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. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Summer Bridge program; also, aside from our weekly meetings, the ELL teachers, as well members 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. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Every staff member participates in staff meetings, where weekly Professional Development sessions (PD) take place. In the 2014-2015 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 these 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).
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The school maintains a log of each teacher/staff member who attends the weekly professional development meetings (sign-in sheet, agendas).

C. Parental Involvement

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

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.

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
Paste response to question here:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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).
5. How do you evaluate the needs of the parents?
 1. surveys
 2. face to face
 3. parent workshops
 4. Events & activities
6. How do your parental involvement activities address the needs of the parents?

The activities serve as a connecting venue to support our ELLs and their families. they allow families to feel comfortable and more readily to ask for assistance and support.

D. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: **UA New Tech**

School DBN: **05M410**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roxanne I. Brown	Principal		10/30/15
N/A	Assistant Principal		10/30/15
N/A	Parent Coordinator		10/30/15
N/A	ENL/Bilingual Teacher		10/30/15
Oumar Barry	Parent		10/30/15
Daphne Labua (SpEd)	Teacher/Subject Area		10/30/15
kofi Edusei (Gen Ed)	Teacher/Subject Area		10/30/15
N/A	Coach		10/30/15
N/A	Coach		10/30/15
Robin Screen	School Counselor		10/30/15
Gale Reeves	Superintendent		10/30/15
Daniel Walsh	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 05M410 School Name: UA New Tech
Superintendent: Gale Reeves

Before you begin, please check the following:

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

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

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

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

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

Parents are assessed through the Home Language Identification Survey and Student Biographical Data Forms upon entry. Parents are also surveyed by the Parent Coordinator and Secretary, their preference of how they would like to receive information and in what language.

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

English, Spanish, Russian, French

Part B: Creating a Communications Calendar

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

The school gives out a family handbook, school year-end calendar, monthly newsletter, pta announcements, and after-school program information.

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

We begin with a Back to School/Curriculum Night (September), Parent Teacher Conferences(October/November & March/May), 6th & 8th grade parent meeting(September/October), Breakfast with the Principal (monthly), Students in danger of failing and I.E.P. meetings. After PPT meetings, if issues arise with attendance, academics, behavior or socioemotional concerns, then the appropriate team member schedules a parent conference.

Part C: Providing Language Assistance Services

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

Many of our documents are translated in-house, for languages other than English or Spanish, we use the documents provided by the DOE and if the documents are not chancellor or city mandated, we use the translation & interpretation unit. We will use the translation system provided by DOE for documents such as letters, and informational flyers.

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

For languages other than Spanish, we use over-the-phone interpreters for translations. On conference dates, we utilize in-house staff and support from outside vendors. Many of our templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site:

http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

New Tech receives funding for on-site interpreters for events and parent-teacher conferences. Our school can make accommodations with vendors early to ensure your event is covered..

Part D: Training Staff on Policies and Procedures

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

Many of our staff members are currently using the translation services and have been for at least a year. The school counselor frequently informs the staff of the services as she uses the service for many of parent phone conferences. In addition, our team are scheduling a meeting or professional development session exclusively on translations and interpretation services .
Ensure all teachers and staff receive a copy of the “I Speak...” card which includes the phone number for over-the-phone interpretation. .
Consider

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We have the Parents' Guide at our front desk as well as in the office of Guidance Counselor,.

Part F: Monitoring and Quality Control

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

We survey the parents at the start of the school year and assess during each parent encounter. We also have a communication committee that evaluates the effectiveness of our communication to the families In addition, we are developing a focus group of parents inclusive of all cultures and languages represented in your school to gather feedback and best practices on communicating with families. . .