



[ACADEMY OF INNOVATIVE TECHNOLOGY HIGH SCHOOL]

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 19K618

ADDRESS: 999 JAMAICA AVENUE, BROOKLYN, NY 11208

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K618 **SCHOOL NAME:** Academy of Innovative Technology HS

SCHOOL ADDRESS: 999 Jamaica Avenue, Brooklyn, New York 11209

SCHOOL TELEPHONE: 718 827-2469 **FAX:** 718 827-4013

SCHOOL CONTACT PERSON: Cynthia Fowlkes **EMAIL ADDRESS:** cfowlke@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jennifer Rygalski

PRINCIPAL: Cynthia Fowlkes

UFT CHAPTER LEADER: Raul Toloza

PARENTS' ASSOCIATION PRESIDENT: Jaime Belma

STUDENT REPRESENTATIVE:
(Required for high schools) Rachel James

DISTRICT AND NETWORK INFORMATION

DISTRICT: _____ **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Janet Price

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Jennifer Rygalski	*Principal or Designee	
Raul Toloza	*UFT Chapter Chairperson or Designee	
Jaime Belma	*PA/PTA President or Designated Co-President	
Cecilia James	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
None	DC 37 Representative, if applicable	
Rachel James Briana Paolino	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Loretta Paolino	Member/Parent	
Charlene Kelly	Member/Parent	
Lenore Boney-Gil	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

AoITHS continues to work on the idea of providing learning opportunities for students to grow, develop and transform into proficient, informed and skilled citizens. Through our personalized learning environments, multidisciplinary curriculum, committed teachers, industry partners, college and community based organizations, our school community is able to promote and embrace for our students a culture of life-long learning.

It is our belief AoIT students are to be provided with myriad of experiences including job shadow opportunities, internships, leadership activities, field-based experiences, participation in college courses and career awareness programs, and mentoring experiences with individuals from the technology industry. Through these experiences, graduates of AoIT HS will have developed the life skills, habits of reflection and personal visions for an exceptionally valuable and meaningful future.

The following beliefs guides the school:

- In an increasingly fast-paced competitive world, students need to ask important questions and solve real-world problems concerning technological advancements, the constant changes within the global economy; the community, and the environment while making strong connections to high school academics. Thus, theory, practices, use of technology and direct application are integrated into every student's program of study.
- To respond to the high national drop out rate of urban students, the school is providing a holistic personalized educational environment that works on the development of students' life skills, habits of reflection and individual vision for a better future. We do so through advisories, mentoring and projects, within the school and beyond.
- In order to develop the leadership capacities that successful employees of the future will need, the school's instructional program and cultural activities will help students to take responsibility for their own learning development by setting goals, working in teams, developing their individual portfolios, reference libraries, entrepreneurial projects, reflective journals, leadership workshops, field-based experiences, logs, career research, and participate in college courses.
- To meet the demands of a fast paced quick response society that students will face; the school fosters high expectations and provides multiple support systems that will support students to cultivate their inner-strengths and confidence.
- To demonstrate that they are the best and most qualified to enter any institution whether it is a college, a technology apprenticeship, or a corporation - students are taking academically rigorous course work along with technology classes that ends with industry certification exams. These learning opportunities enable students to build academic and technical skills needed to be accepted in apprenticeships, or post-secondary institutions.

- To be a truly well-rounded individual connected to urban and global life, students need cultural activities that are academically and creatively structured involving art, music, museums, cutting across all segments of the community, so the school will provide these experiences for students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2011 (See below on page 8)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Academy of Innovative Technology							
District:		19	DBN:		19K618	School BEDS Code:		331900011618	
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		
	K		4		8		12		
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K			0	0				84.2	TBD
Kindergarten			0	0					
Grade 1			0	0					
Grade 2			0	0					
Grade 3			0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 4			0	0				87.9	TBD
Grade 5			0	0					
Grade 6			0	0					
Grade 7			0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 8			0	0				60.0	90.4
Grade 9			96	100					
Grade 10			0	104					
Grade 11			0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 12			0	0				2	TBD
Ungraded			0	2					
Total			96	206	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
								13	4
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes			2	5	Principal Suspensions			4	TBD
# in Collaborative Team Teaching (CTT) Classes			6	17	Superintendent Suspensions			0	TBD
Number all others			8	14					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants								99	197
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Program Participants			0	0
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes			0	0					
# in Dual Lang. Programs			0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# receiving ESL services only			16	28	Number of Teachers			8	TBD

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs		0	6	Number of Administrators and Other Professionals		3	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	TBD	% fully licensed & permanently assigned to this school		100.0	TBD
				% more than 2 years teaching in this school		0.0	TBD
				% more than 5 years teaching anywhere		25.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED		75.0	TBD
American Indian or Alaska Native		0.0	0.5			0.0	TBD
Black or African American		34.4	33.5				
Hispanic or Latino		49.0	52.9				
Asian or Native Hawaiian/Other Pacific Isl.		7.3	6.8				
White		7.3	4.4				
Male		61.5	64.1				
Female		38.5	35.9				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA: √			
Math:				Math: √			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Elementary/Middle Level				Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	4		
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:	NR			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	NR			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	NR			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	NR						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Performance Trends:

Academic Progress

In the school year 2008-2009, the 2012 cohort passing rates in math was 65% and in English 55%. In the school year, 2009-2010, the goal was to increase the passing rate in Math by 10% and in English by 15%. In review of the STARS scholarship data, the goal was met because the 2012 English passing rate increased to 76.11% and in math an increase of 75%. We attribute such gains because of our after-school and Saturday academic tutorial programs, professional development that focus on curriculum development and assessment and the development of our advisory program.

Regents

Cohort 2012, passing rate of the Integrated Regents' exam increased from 57.1% to 82.1%.

Credit Accumulation

Reviewing the school's Progress report data, there is evidence of improved student achievement for targeted students. 55.6% of the lowest third student population earned 10+ credits in 2008-2009 and in 2009-2010, 65.4% earned 10+ credits, an increase of 9.8%.

Accomplishments:

Advisory

Advisory is the cornerstone of the school's core values and beliefs. This year, academic goal setting became an essential part of students' setting academic benchmarks for their own learning. Teachers participated in the process by having professional development session on how advisors can support students with setting personal

and academic goals. The ultimate goal of this process is to empower students to become reflective about their own academic successes, their daily struggles as students and to be able to advocate for themselves by articulating their academic progress to parents and teachers. Using a portfolio of student work, students were able to articulate their goals to their parents/guardians during the Student Led Conferences. Over 100 + parents/guardians participated in this process.

Educational Philosophy

Last year, through intensive collaboration with administration and teachers, the school developed a school wide instructional philosophy, which is:

At AOIT, we strive to empower our students to be successful in college and careers by offering instruction that is:

- driven by clear, high expectations for all students
- informed by the needs of the whole child
- thoughtfully designed to inspire inquiry, enable problem solving, and encourage learners to take responsibility for personal growth
- differentiated so that students of mixed abilities can achieve common educational goals monitored and assessed often.

Technology

As a technology school, having updated state of the art technologies and computer software are essential parts to ensuring the school's career and technical education program is academically rigorous, aligned to State and industry standards. To date, the school has acquired three lap top carts and two new computer labs, one which has 28 new personal computers and the other has 28 Apple computers. In addition, 9 classrooms have SmartBoards and all use LCD projectors for their lessons.

Most Significant Aids or Barriers to the School's Continuous Improvement

- The school wide attendance rate continues to fluctuate significantly. There are no specific attendance trends and there are only two long term absence students. However, the rate stayed at a steady between 83.5 to 85.5%.
- School faces a high percentage of students who require special services. Currently, there are a total of 55 students with IEP's: 29 in ninth grade, 17 in tenth and 9 in the eleventh grade. In addition, there are 45 ELL students in the school. For a small school that has 297 students, 33% of the student population requires extensive academic support. The campus psychologist and social worker services five schools which causes delays of conducting annual and triennial evaluations for special education students. To this end, the process becomes slow and tedious thereby, which has a direct effect on determining the academic goals and social norms that are needed to support these students more effectively.
- There still is a low percentage of parental involvement.
- Based on the student population at AOIT, teachers need professional development to learn a wide range of differentiated instructional strategies, to learn more about alternative assessments and to create real life learning opportunities for students so they can have substantial academic outcomes.

ACTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1

65% of Class of 2012 will pass ELA exam with 75% or higher.

To increase the schools' Regents' pass rate, ELA teachers will work collaboratively to identify the core skills needed for 65% of cohort 2012 to successfully pass the English Regents exam with 75% or higher. To meet this ambitious goal, ELA teachers worked continuously in teams to develop curriculum maps and Understanding by Design frameworks that are aligned with the Common Core Standards and the New York State learning standards. This process helps teachers to increase student achievement in ELA.

Goal #2

Increase the school wide attendance by 5.5%, from 83.5 to 88.5% by June 2011.

The attendance rate continues to fluctuate, especially with the 2012 cohort. In order to obtain goal one, there must be a focus on getting students who are consistently absent to come to school (a frequency of at least two days each week). So an attendance team which comprises of the Parent Coordinator, attendance teacher, school aide, assistant principal, guidance counselor and principal. This team will meet once a week, develop an action plan that includes key strategies/incentives which will motivate frequently absent students to attend school and thereby help improve the school's attendance rate.

Goal #3

85% of class of 2014 will obtain 12 academic core credits by June 2011.

Research has shown that 9th grade students, who have gained at least 12 academic core credits before entering the tenth grade, will probably graduate in four years. To this end, an accreditation team will review the school's academic program to ensure the credit students are earning in their courses meets at least the minimum credit requirements deemed by NYS and NYC DOE. The team will use data to support their work.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>65% of Class of 2012 will pass ELA exam with 75% or higher.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Ensure grade Level team meetings and ELA Department Team meetings occur weekly during Wednesday's professional development sessions. • Observation of ELA teachers. • Develop a professional development plan for ELA staff. Provide guidance on the development of vertical alignment of the ELA 9th - 12th grades curricula. • Use alignment to support teachers in their development of their UbD frameworks and curriculum maps. All UbD frameworks and curriculum maps will have the Common Core Standards integrated into the ELA curriculum.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • GEUNB - Per Session/PD • GF10EI - Data Specialist ZBNI Curr and Staff Dev • ZBNP Supplies/Instructional • ZBNU Travel/PD
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • ACUITY assessment results • Results from mock ELA Regents exams • Monthly Scholarship Reports • Teacher generated exams • Analysis of Student Work

Subject/Area (where relevant): None

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the school wide attendance by 5.5%, from 83.5 to 88.5% by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Develop an Attendance Intervention team to anchor key strategies. • Ensure to purchase a Phone Master System. • Use New Visions Datacation system in order to monitor and evaluate the effectiveness of teachers' record keeping systems. • Develop attendance reward strategies..
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • ZBNP- Supplies/Instr • ZBNW - Non-Cont/Buses • GEUNJ - Guidance Counselor/per session • GFB94 - Parent Coord • ZBNK SLT/Parent Invol • ZBNL - Parent Invol/ Title 1
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Monthly PAR report • Scholarship Data • Daily and Weekly Attendance Sheets

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>85% of class of 2014 will obtain 12 academic core credits by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Form subgroups across the 9th grade teams. • Identify one subgroup for Inquiry team work with the focus on students in the bottom third of the 9th grade student population. • Examine student work to set instructional goals. • Work with Principal AP and teachers to analyze data, examine student work. • Work with the Principal, AP and teachers to conduct classroom observations using formal observations and school designed peer observation checklists. • Form an accreditation committee to support proper credit recovery options...
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • GEUNB - Per Session/PD • GF10EI - Data Specialist • ZBNI Curr and Staff Dev • ZBNP - Supplies/Instructional • GEUNC - Per Session/Academic for After/School
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • ACUITY, ARIS and Datacatation Data results • Pre and post assessment exam results • Math and Earth Science Regents exam results • Scholarship reports • Teacher generated exam results

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	62	45	0	0	33	0	0	1
10	22	41	0	0	22	1	0	2
11	25	14	23	36	5	1	3	0
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Using ARIS, ELA Acuity, STARS scholarship and 8th grade ELA data to determine the targeted 9th and 10th grade students who are reading at the levels of 1 or 2, and the 11th grade students who have earned less than two credits in English were programmed to take AIS in English.</p> <p>Five teachers across all disciplines are working in a scaffolding apprenticeship model of using Inquiry work to help increase these students reading comprehension by one level. These teachers have identified themselves as the Literacy Institute Team (LIT). This team has selected fiction and non-fiction books for students to read. They are teaching mini-lessons in the areas of main ideas and using independent reading time to establish routines that the students can follow. In addition, students will also read short-stories; write and discuss their readings once a week.</p> <p>Using the Scholastic Reading Inventory software, LIT teachers will take their AIS groups to the computer labs to focus on reading comprehension skills such as: building students academic vocabulary; identifying common Latin and Greek root words and puzzles; learning to make inferences, predicting, finding the main idea and identifying significant details of a story.</p> <p>Using test prep Regents based questions – the LIT will use differentiated teaching practices, and exams for classroom instruction and assessments including but not limited to Regents’ excerpt of short stories and short answer responses and evaluating texts for literary techniques.</p>
Mathematics:	<p>10th and 11th grade students who have failed the Integrated Algebra Regents exam have in their daily schedule - four days AIS in Integrated Algebra.</p> <p>Classes are structured for students to work within small groups of 12 to 15 student. Math teachers are required to first pre-assess these students to determine their content knowledge. Based on the outcome of the pre-assessments and the data obtained from previous IA exams, ARIS and Acuity math exams, teachers have decided to work with their AIS groups in the following areas:</p> <p>Addition/Subtraction, Multiplication and Division – some students will need to learn the basic foundation of math, specifically the operations and number sense.</p> <p>A focus on project based activities that are relevant and can help increase students math and reading skills. Students will have to apply real world problems using basic math, algebraic equations, variables, graphs and tables. Students will also have to write in their journals about their learning.</p>

	Using Integrated Regents' based questions and exams students will develop a deeper understanding of the Integrated Algebra concepts that are aligned with the Common Core and NYS Learning Standards.
Science:	<p>A small group of 11th grade students who have not passed the Living Environment Regents' exam. Therefore, these students have been programmed in AIS in a small group setting order to be reassessed and re-taught key Living Environment concepts.</p> <p>Students will review and learn the basics of Living Environment by learning the scientific method of problem solving, asking important questions, do observations through labs and develop a hypothesis. Teachers will review the scientific inquiry and students will learn the scientific method in order to solve problems and create their own experiments. In addition, students will learn how to write a proper written scientific procedure and make up labs where necessary.</p> <p>Teachers will use prior Regents based exams to test and assess students learning.</p>
Social Studies:	<p>Students who failed Global History are assigned to AIS Global-recovery classes. Teachers are focusing on building skills for students who need extra support in passing the Global History Regents' exam. Therefore, students are being taught in a small group setting focusing on specific reading and writing skills students will need to learn in order to pass the Global History Regents' exam. The following areas are being covered in AIS:</p> <p>Teachers will administer pre-assessments to determine which concepts are to be re-taught to students. On a daily basis, teachers will administer reading and writing assignments. In addition, students will review, re-read and write their understandings of world history and geography as related in the NYS Learning Standards. Finally, teachers will practice DBQs and routinely have students interpret articles, political cartoons and write about their understandings.</p>
At-risk Services Provided by the Guidance Counselor:	The guidance counselor and support staff members meet with the student, parents/guardians, and classroom teacher on a regular basis to monitor student progress. If needed, the guidance counselor recommends a mental health professional staff member who can provide both individual and group counseling. In addition, the guidance counselor meets regularly with the special education lead teacher to address the Individual Educational Plans for students with special needs and 504 plans are established for students in need of specific accommodations.
At-risk Services Provided by the School Psychologist:	School based psychologist meets with guidance counselor for IEP students whose triennial evaluations are due. Or, if a parent or the pupil personnel team has requested an evaluation of a general education student.

At-risk Services Provided by the Social Worker:	<p>Monitoring student progress is an ongoing process. The principal with the support of the School Based Support Team (SBST), meets every two weeks to monitor the progress of students who are need of academic intervention. The social worker meets with the student based on his or her soc/emotional needs. The SBST will review AIS on a quarterly basis to determine the progress and whether services should continue.</p>
At-risk Health-related Services:	<p>Guidance counselor recommends to the school based health center students who are in need of health related services. She meets on a regular basis with the representatives from the health center to discuss students' health progress.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) **9,10 and 11** Number of Students to be Served: 51 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) 1 Foreign Language

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Academy of Innovative Technology offers self-contained and push in instructional program for 9th, 10th and 11th grade ELL students. The students in the program are the children of or are themselves from: Bangladesh, the Dominican Republic, Ecuador, Haiti, Mexico and Puerto Rico. The objective of the program is to guide and to facilitate our students' development of fluency in reading, writing, speaking and listening in the English language while adhering to the ELA standards. Our English language learners (ELLs) like all Academy of Innovative Technology students receive a rigorous instructional program based on the New York State standards, which enrich their academic and social lives. The instructional program is designed to assist the students to exit the program by passing the NYSESLAT and eventually the Regents Exams.

The ESL program currently has 51 students (15 ninth, 20, tenth and 16 eleventh graders – 14 are beginners; 20 are Intermediate and 17 are advanced) and two teachers. The program addresses the academic needs of all three levels of ELLs: Beginner, Intermediate and Advanced. All Ell students are programmed to meet their ESL proficiency. This year, Ells are programmed based on their levels, which means all beginners are able to obtain their mandated 360 minutes of instructional time per week as required by the CRPart 154. The intermediate group receives 360 minutes per week and the advance group receives 180 minutes of per week in ESL and ELA, which equals to 360 minutes of instructional ESL support. Other academic course work ELL students take are Math, Social Studies, Science, Gym and Technology courses.

English and content area teachers' work together to ensure that ELL's educational opportunities are enhanced using a variety of instructional strategies and support.

Examples of Classroom strategies to help our ELLs succeed academically include:

- **Scaffolding strategies**
- **Presentations**
- **Graphic Organizers**
- **Comprehension strategies to make meaning of complex materials**
- **Cooperative learning**
- **Research**
- **Higher level questioning techniques**
- **Balanced Literacy**
- **Thematic Units**

Within a small learning environment, students' morning period class is a time where beginners receive instruction in writing mechanics and conversational language from one ESL teacher. For all ELL's the three certified ESL teachers' work very closely using varied learning instructional strategies to meet the learning abilities of all ELL students, simultaneously.

To differentiate the instruction, the ELL beginners work in small groups with an ESL instructor in order to receive basic language and literacy instruction which is based on their academic needs. The intermediate and advanced students are receiving higher level instruction. The class lessons are based around integrated themes where the students apply the language skills they learn to complete an integrated project based assignment.

Our instructional methods are based on the four literary elements including reading, writing, speaking and listening. Daily vocabulary, writing assignments, book clubs, guided reading lessons; conversational dialogue, report writing, class presentations and research based projects are all a part of our instructional strategies. Our lessons consist of whole class instruction, group work, learning in pairs and one on one instruction. We use a variety of instructional materials in our class. Bilingual dictionaries, newspapers, computer technology, class book sets, read aloud stories, and teacher selected literary texts are just some of the many sources we use in our classes. The Title I and III funding helps the ESL teacher to focus their literacy skills development so that students can meet the New York State and City Performance standards, pass the NYSESLAT and successfully complete their Regents exams. .

The school offers ELL students the opportunity to participate in our Academic Enrichment, Skills Recovery and Tutoring Programs, which are offered four days a week from 2:40 – 4:40 pm and on Saturdays, from 9:00 AM to 12:00 PM..

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL teachers participate in professional development activities provided by the CFN and New Visions. In addition, they receive weekly PD which is held at the school. ESL teachers will also attend the NY TESOL and the New York State Association of Bilingual Education Conferences in 2011. Participation in the conferences will allow the teachers to focus on professional practices in methodologies that use ESL strategies to strengthen content area instruction across the curriculum. Other vendors/consultants will be determined in the coming months. Should there be other professional development training sessions that is alignment to their professional development growth will be encouraged. ESL teachers will be paid per session training rate for attendance

Section III. Title III Budget

School: Academy of Innovative Tech HS

BEDS Code: 331900011618

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7,483.50	150 hours of per session for ESL and General Ed teacher to support ELL Students: 150 hours x \$49.89
Purchased services - High quality staff and curriculum	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum

development contracts.		enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$ 3,517.00	Headphones, LCD Projector, lap top, camcorder, Books on Tap, Binders, and ESL books
Educational Software (Object Code 199)	\$2,500	Language Developed software – Rosetta Stone and
Travel	1,500.00 TSEOL Annual Conference	
Other		
TOTAL	15,000.50	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Using the ATS, STARS, ARIS and New Visions Datacation systems to identify students whose home languages are non-English, the following steps are followed to ensure parents receive translated materials that are language appropriate and easy to read. Many of the following documents were already translated by the DOE Translations Unit. The documents that need to be read and responded immediately by ELL parents are also being translated. For example:

- Permission forms that need parents signatures - (DOE Translations and Interpretation Unit)
- Report card narratives (Sending to DOE translations Unit)
- Instructions for special homework projects that need parent monitoring or input. (Sending to DOE translations and Interpretation Unit)
- Meeting announcements and other school flyers – (Sending to DOE translations and Interpretation Unit)
- Manuals and brochures – (Approved by the DOE translations and Interpretation Unit)
- Health information – (Approved by the DOE translations and Interpretation Unit)
- Registration packets and letters – (Sending to DOE translations and Interpretation Unit)
- Discipline letters – (Sending to DOE translations and Interpretation Unit)
- Exam letters - (Sending to DOE translations and Interpretation Unit)
- Student/parent surveys - (Sending to DOE translations and Interpretation Unit)
- Progress Reports that are given ever 25 days of each cycle. Cycles are 45 days.

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

Students and parents have requested to have school's correspondence – letters and other educational forms that are written in English to be translated into second languages. School support staff during orientation with incoming students articulated school

materials are to be translated. Parent Coordinator who is bi-lingual also is able to inform the school with school materials that are needed to be translated.

Part B: Strategies and Activities

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

The translation service the school is aware of is the DOE Translation and Interpretation Unit. This Unit will enable the possibility of the school materials to be immediately processed and translated. Materials that are not being translated immediately are vetted by the Spanish speaking mathematics teacher or the school aide. It is checked for accuracy and fluency by the Foreign Language AP who is available in another school located on the campus. We also have one parent who is fluent in the language and has volunteered her time to translate our materials.

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

An in-house oral interpretation of meetings and parent conferences are provided by the math teacher, school aide or parent coordinator. These services are provided during all school hours and after school. .

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

The school will follow all mandated guidelines as prescribed in the Chancellor's Regulation A-663. Specifically, the school will provide immediate services or within the 30 (thirty days) of a new student enrolling into the school, specifically, the Parent/Guardian Home Language Identification survey and video. In addition, during school meetings or conferences, all bilingual families receives translated materials such as the Bill of Parent Rights and Responsibilities brochures and school articulation materials.

In addition, when a bilingual parent/guardian visits the school they will have the comfort to know that there are four individuals that speak fluent Spanish and they are available to translate during meetings.

The school will call the Translation and Interpretation Unit whenever it is necessary to have a conversation in other languages other than Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$,356, 549	\$7,781	\$364,330
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,565	0	3.565
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,827	*	
4. Enter the anticipated 10% set-aside for Professional Development:	38,341	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100%____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The Academy of Innovative Technology High School, have incorporated the following School Parental Involvement Policy:

- I. **Parent Activities:** parents will be involved in the development and implementation of parent activities through once a month meetings of our School Leadership Team, monthly meetings of the PTSA, events planned by our Parent Volunteers, the Principal's Parents Hotline, and quarterly e-newsletter.
- II. **Title I Funded Programs:** Parents will be included in an ongoing manner in the development, implementation and evaluation of Title I School Wide Programs through the School Leadership Team, the PTSA and the Parent Volunteers.
- III. **Shared Responsibility:** Parents are expected to share responsibility for their children's achievement by attendance at our PTSA meetings, by participating in numerous parent workshops offered throughout the year, participating in the School Leadership Team, Attending the school's student led parent/teacher conferences and other events planned for parents. Also, parents are invited to meet regularly with teachers, guidance counselors and principal when necessary.
- IV. **Capacity Building:** We will build capacity in parents through our parent workshops on curriculum, parenting skills, state standards, successful achievement, diploma requirements, computer literacy, college awareness and preparation sessions. We will also continue our Parent Involvement Program in which all parents are invited to volunteer at least one day during the school year.
- V. **Parent Meetings:** Parent meetings are held monthly on a rotating schedule of days and times to meet the need of as many parents as possible.
- VI. **Title I Information:** Title I information, including services provided for students and parents and parent rights will be discussed and information disseminated at the first PTSA meeting each year.
- VII. **Parent Feedback/Comments:** Parents will be encouraged to write their comments on the school's website and during the monthly PTSA meetings. In addition, through the principal's parent hotline, parents will directly articulate their opinions, concerns or suggestions on a monthly basis to the principal.
- VIII. **School Response to Parents' Comments:** The principal and assistant principals are responsible for responding to parent comments concerning all aspects of school life, including Title I Programming and other educational services. The principal will forward written comments or verbal comments to the appropriate teacher or assistant principal or principal or the superintendent.
- IX. **Parents with Disabilities:** Our school is barrier free and is accessible to any parent or visitor with disabilities.
- X. **Non-English Speaking and Limited English Proficient Parents:** As much as possible we will have all information disseminated in Spanish, Mandarin and Haitian Creole. Also, we have Spanish and Mandarin speaking translators for parents when they visit or call the school and at PTSA meetings.
- XI. **School Information:** All school information, including Title I programs and services, curriculum, school data, promotion policies, assessment results, and academic intervention services will be disseminated to all parents at monthly PTSA meetings and Student Led Parent/Teacher Conferences, other events will all be posted on the school web site.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTSA meeting minutes. This policy was revisited and accepted by the Academy of Innovative Technology HS PTSA members in June 2010 and will be effective for the period of one year. The school will distribute this policy to all parents who are participating in Title I, Part A on or before November 27, 2010.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The School Agrees:

- To convene an annual meeting for parents to inform them of the Title I School Wide Program and the Comprehensive Education Plan and their right to be involved.
- To offer a flexible number of meetings at various times and, if necessary and if funds are available, to provide transportation, child care or home visit for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I School Wide Program, Comprehensive Education Plan and Parental Involvement Policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high-quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 - Annual parent-teacher student led conferences
 - Every 20 to 25 days, Student Progress Reports mailed to parents on their child's progress
 - Reasonable access to staff
 - Opportunities to volunteer and participate in their child's classes
 - Observation of classroom activities
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and or need to help them to be more effective in assisting their child/children in the educational process.

The Parent/Guardian Agrees:

- To become involved in developing, implementing, evaluating and revising the School-Parent Involvement Policy.

- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies
- To work with his/her child/children on school work.
- To monitor his/her child's/children's
 - Attendance
 - Homework
 - Television watching
- To share the responsibility for improved student improvement
- To communicate with his/her child's/children's teachers about their educational needs

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees:

1. To continually revise, evaluate and implement school and parent involvement policies.
2. To convene our Title I Parent-Advisory Council at least three times a year so as to advise parents as to Title I programs, and to their right to be involved in the creation and implementation of such programs.
3. To inform parents about regularly scheduled parent teacher association meetings, and to make it possible for all parents to attend.
4. To provide parents with information concerning programs during the school day, as well as after school and on weekends.
5. To provide parents with a written assessment of their children's progress at least six times a year.
6. To provide all students with high quality, curriculum and instruction.
7. To provide computer access to all students so that they may be prepared for life in the 21st century.
8. To ensure a parent's ability to participate in:
 - School wide activities
 - Parent workshops
 - Parent student academy councils
 - Professional development activities

The Parent/Guardian Agrees:

1. To work with teachers in continually reviewing, evaluating and implementing school-parent involvement policies.
2. To participate in parent-student workshops involving teaching/learning strategies.
3. To closely monitor their child's/children's
 - Attendance
 - Homework
 - Reading for school and for pleasure
4. To understand that student achievement is a dual responsibility of the parent and the school.
5. To inform teachers and other school staff about a child's educational, social emotional and developmental needs.
6. To inform teachers the school as to the types of programs they feel could help them in participating in their child's educational progress..

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Data serves multiple purposes to assess students' academic progress. The data tools are to be used for teachers to provide authentic feedback to students, to be accountable for students' learning, have an ability to see early warnings and recognition of students' failures, progress or patterns.

The following are steps the principal, teachers and school staff will take to assess students' learning needs:

- The principal will ensure all teachers receive ongoing data training offered by the DOE, New Visions, NAF and other external organizations.
- Each semester, teachers will provide diagnostic exams/pre-assessment exams in order to determine students' level of understanding in each core academic and technical courses.
- Teachers will use the data accountability tools - Acuity, ARIS, ATS and HSST to analyze trends and patterns of students' academic progress.
- Every 25 days, teachers will review, modify or realign their content area instructional goals based on the learning outcome of their students.
- Teachers will create exams, projects and other assessments using test item analysis and instructional rubrics to assess students' learning.
- Through the Inquiry team process, teachers will identify a learning target and sub-skills they want students to develop.
- Principal and Inquiry team will also use data to ensure learning target and sub-skills development instructional goals are tied to the overall school wide instructional needs.
- Opportunities to discuss and reflect on each student's academic progress will take place in advisory and, or during one on one conference with the guidance counselor.
- Formal and informal observations are conducted by principal and assistant principal to ensure classroom instruction is being monitored on a daily basis. All visits are accompanied by appropriate feedback. In addition, learning walks are conducted during the course of the school year

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

The following are an AoITHS school wide reform strategy that are collaborative, diverse and emphasizes accountability and students' academic achievement:

A School Based Inquiry Team

The school has established two Inquiry Teams. One will focus on **increasing student's reading comprehension and the other will focus on writing across the curriculum. The team's primary objective is to develop a system of** assessing student's academic progress and readiness. Each Inquiry Team will use key data tools to determine the bottom third of struggling students from groups with distinct kinds of underperformance within the area of ELA. The Teams will set benchmarks every 6 weeks in order to assess whether students are obtaining the skills that are being taught.

The Inquiry Teams will meet weekly to discuss, update, modify or assess student's academic growth. To bring accountability to the process, members are to answer the following questions: What do we want the targeted student population to learn? How do we know that they are learning? If they are not learning, what should we do next? Have the strategies we tried enabling the struggling targeted students to make progress on a key sub-skills? If it is working, how can the sphere of success become helpful to all students? The team will use as analysis tools the Children First Reform accountability metrics: Progress Report, Quality Review, Achievement Reporting and innovation System (ARIS), HSST/ATS system.

Student Groups

Adolescents engaged in positive, authentic tasks and relationships are less likely to be distracted. To this end, a variety of extracurricular opportunities for group involvement (in addition to cooperative learning in class projects) are currently being developed, such as study groups, special interest groups and tech support groups. These groups will relate to the mission of the school and student interests.

Behavior and Community norms:

In a school that emphasizes student advocacy and career preparedness, the development of responsibility (choices, consequences) is a key value, rather than compliance, conformity, punishment. Because intervention works best in a context of prior agreements and behavior contracts, AOITHS staff has developed school norms that involve students demonstrating such habits of mind. For example, through advisory work students are learning how to communicate and manage their feelings, make informed decisions and understand how to resolve problems through conflict resolution. Unacceptable behaviors are being defined explicitly and unequivocally through out the school community. Lesser offenses are being viewed as needing intervention: team conference and counseling and behavior-contracting. “Warning” behaviors—to be defined, related to language and conduct—will be viewed as subjects for coaching, counseling, decision-making response by advisory, advisory group.

Counseling/Social Services – The guidance counselor, PPT and SBST are providing counseling and other intervention services for students who are in need. Please see Appendix 1 Part B – for additional information.

Extended Day – Academic and Cultural enrichment afterschool and Saturday programs including opportunities for credit recovery for students with credit deficiency are available to all students. The following identifies these programs.

The Academic Enrichment, Skills Recovery and Tutoring Programs. The three programs are:

After School Tutoring Program: Students are required to attend when they need assistance in their courses, if they want to improve their grades or wish to have additional support in their academic subjects. The program is being offered Mondays – Fridays, from 2:40 to 4:40 pm.

Academic Enrichment Program: This program provides additional opportunities for students who are seeking to enhance their learning through alternative student activities. Students who participate in this program, are in good academic standing. This program is being offered Mondays – Fridays, from 2:40 to 4:40 pm.

After school/ Saturday Credit, Progress and Recovery (CPR) Program

This program enable students to earn credit in classes they have failed during a semester. Regents’ based courses in Integrated Algebra, and English classes were offered Monday through Friday, except for Wednesday because on this day school ends early. Students also attend classes on Saturdays from 9 to 12 pm. Letters were mailed to parents to inform that their children have failed one or more of their classes. Guidance counselors also meets with each student’s parents to emphasize the importance of the student attending the program.

3. Instruction by highly qualified staff.

- 100% of teachers are fully licensed and 100% of core classes are taught by highly qualified staff

- Teachers are assigned to their area of certification consistent with State legislation
 - Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable
 - Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees
 - Teachers are encouraged to use online HOUSSE to demonstrate subject matter competency
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- a. Working closely with New Visions and National Academy Foundation to support teachers and other staff members with having ongoing professional development on a weekly basis.
 - b. Provide opportunity for teachers to attend conferences that are specific to their content areas.
 - c. Visit schools that are known to have best instructional practices
 - d. Through PTA meetings and our Saturday Institute for Parents, attending parents are kept informed of changes in the curriculum and the academic status of the school
 - e. Teachers received professional development every Wednesday and occasional retreats are organized by school's PSO, New Visions and principal.
 - f. Parents receive training on important instructional documents such as reading and understanding the Quality Review process
 - g. During our Saturday Parent institute, parents will have parenting training offered through New Visions or other local organizations.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Utilizing traditional and alternative recruitment methods by working closely with local colleges and universities to bring highly qualified teachers to the Academy.
 - Use the DOE HR connect, Teaching Fellows, ISC HR manager and others DOE hiring mechanism that enables the principal to interview and select teachers that meets the NCLB standards.
6. Strategies to increase parental involvement through means such as family literacy services.
- Hired a Parent Coordinator
 - Implemented a Parent Saturday Institute program for all parents. This program will offer parents English as a Second Language for ELL student parents, computer literacy and writing skills classes.
 - School Leadership Team will host film discussion groups and book club for staff, parents and students
 - Principal hosts monthly Roundtable discussions with teachers and parents around the area of education, parenting and human endurance.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

On going assessments will give both teachers and students feedback on a regular basis about what is being understood in the lessons, along with what students should know and be able to do. Teachers are using various forms of summative and formative assessment exams to help students demonstrate their understanding of the content that is being taught. These exams are aligned with the New York State Learning Standards and the Career Development and Occupational Standards. Other forms of assesement teachers will use are:

1. Traditional Performance Assessments:

- A. The number of books read during the Literacy classes
- B. Oral Presentations during class and Career and Information Technology sessions
- C. Formal assessments such as:
 - i. NYS Regents Examination
 - ii. Project-Based Assignments
 - iii. End of semester grades
 - iv. Class-work
 - v. Class participation
 - vi. End of Marking Period Grades and attendance
 - vii. Written E-journals
 - viii. Role Playing
 - ix. Essays
 - x. GPA
 - xi. Accountable Talk during class discussions
 - xii. Advance Placement Exams
 - xiii. Certifications in Industry based technical assessment exams
 - xiv. Teacher's quarterly performance reports to parents
- A. Grades and content within the E-Academic/professional journal/portfolios
- B. Observations of
 - i. Classroom behavior
 - ii. Peer mentor capabilities
- G. Summer internship evaluations received from employers
- H. Feedback from job shadowing hosts

2. School Wide Data

- A. Regents examination scores
- B. Analysis of data
 - i. GPA
 - ii. Credit accumulations
 - iii. Attendance: school and class attendances
- C. In-class exams
- D. Class-work/student work
- E. After school attendance for – tutoring or club participation

- F. Ongoing assessments through informal and formal feedback by peers and teachers
- G. Independent and Group Projects using authentic assessments and Rubrics:
 - i. Oral Presentations
 - ii. Use of graphic organizers in assignments
 - iii. Essays
 - iv. Real world problem solving case studies
 - v. Mathematical analysis in real world applied learning simulations
- H. Use HSST to analyze NCLB data
- I. Develop a School-based Inquiry Team (SBIT) which will use the Children's' First Reform Accountability systems - ARIS, Progress Report and Quality review data
- J. Advisories evaluation, feedback and commentaries received from the Advisors
- K. School Support Organization Team Leaders will work with the SBST with using the accountability systems to help differentiate instruction and improve students' academic outcomes

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Please read section C, statements 2, 3, 4 and 7. Each explains how measures such as professional development, credit recovery programs and inquiry team work are being used to help teachers make decisions on the various academic assessments needed to improve the academic achievement for all students with diverse learning needs. Also, please read in Appendix I, how AIS has been structured so that the targeted student population academic needs are being met across all content areas and special services.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please see Appendix 1 and Section C, statements 1,2 , 3 and 4.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

AOITHS has established partnerships with a number of local organizations on the school campus that are available to students. These school-based organizations such as the North Shore -Long Island Jewish Health Hospital enable students to obtain a full range of health services while they are in school. Other school-based organizations provide nutrition programs and academically enriching afterschool programs.

In addition, as a Career and Technical Educational high school the connections to the National Academy Foundation (NAF) provide a plethora of in-kind resources for students. Specifically, NAF helps provide opportunities for students to have mentors, paid internships, classroom speakers, curriculum materials and professional development for teachers. In addition, it provides an advisory board comprised with the finest educational experiences in the corporate sector.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x					
Title I, Part A (ARRA)	Federal	x			\$7,781.00	✓	25, 26, and 28

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal		x		160,711	√	
Tax Levy	Local	X					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
Please see pages 19-21 and pages 25 through 31.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

There are three students in temporary housing as of September 2010.

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

The type of services that are currently being offered is Counseling for student and family counseling using a referral program. To ask the CFN Youth Development director for assistance with obtaining additional services based on student need. To have the PTSA executive board provide coat and food drive for the homeless children.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy of Innovative Technology						
District:	19	DBN:	19K618	School		331900011618	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12		
	1		5		9	v	Ungraded	v	
	2		6		10	v			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			84.2	84.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			87.9	94.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			90.4	95.5
Grade 8	0	0	0				
Grade 9	96	100	109				
Grade 10	0	104	102				
Grade 11	0	0	87			2	8
Grade 12	0	0	0				
Ungraded	0	2	4				
Total	96	206	302			13	4

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		87.9	94.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		90.4	95.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		2	8

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		13	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	2	5	0	Principal Suspensions		4	28
# in Collaborative Team Teaching (CTT) Classes	6	17	41	Superintendent Suspensions		0	5
Number all others	8	14	20				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		99	197
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		8	17
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	3
# receiving ESL services only	16	28	TBD	Number of Educational Paraprofessionals		0	4
# ELLs with IEPs	0	6	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		1	14	% fully licensed & permanently assigned to this school		100.0	94.4
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		25.0	29.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		75.0	70.6
American Indian or Alaska Native	0.0	0.5	0.7	% core classes taught by "highly qualified" teachers		0.0	75.0
Black or African American	34.4	33.5	36.4				
Hispanic or Latino	49.0	52.9	50.7				
Asian or Native Hawaiian/Other Pacific	7.3	6.8	8.3				
White	7.3	4.4	3.6				
Male	61.5	64.1	65.6				
Female	38.5	35.9	34.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				3	4	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:			P
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			P
School Environment:			Quality Statement 2: Plan and Set Goals			P
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			P
School Performance:			Quality Statement 4: Align Capacity Building to Goals			WD
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			P
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 563 New Visions	District 19	School Number 618	School Name AoIT
Principal Cynthia Fowlkes		Assistant Principal Jennifer Ragalski	
Coach type here		Coach	
Teacher/Subject Area Asia Rothfeld/ESL		Guidance Counselor Sharell Matta	
Teacher/Subject Area Dayna Weaver /ESL		Parent Jaime Belma	
Teacher/Subject Area		Parent Coordinator Elizabeth Santana	
Related Service Provider Eleanor Strazza		Other type here	
Network Leader		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	20

C. School Demographics

Total Number of Students in School	309	Total Number of ELLs	51	ELLs as Share of Total Student Population (%)	16.50%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- The steps taken for the initial identification process for students who may be ELL's are as follows: We give The Home Language Survey to the parent and The Informal Survey to the student. If we see that the child is an ESL student we then give them the LAB- R and place them in an ESL class by level.
 - We hold a back to school night for the parents where we show them the Orientation Video which covers the explanation of the ESL program, bilingual program, and the dual language program. We hold this gathering for all new admits at the start and through the year as needed
 - We make sure the paperwork for the Entitlement letters, Parent Surveys and Program selection forms are all filled out in school during the back to school night or when parents come up to register their child. Follow ups are done by phone and mail to ensure that all parents understand the policies and questions entirely.
 - Our bilingual school support along with the ESL teachers consults with the parents after an informed decision has been made. If the program selected is not offered at our school we assist with finding an appropriate placement for the child. We also inform the parents that if we have enough requests for a particular program we will then open the program. If the parent wants their child to be placed in a free standing ESL program we then enroll them in our school.
 - The trend shows that the parents are requesting that their child be placed in our free standing ESL class. We do have a few parents who have requested a bilingual program but we do not have sufficient students to start one as of yet.
 - Our program models offered at our school are aligned with the parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

Dual Language (50%/50%)															0
Freestanding ESL															
Self-Contained										3	3	3			9
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	3	3	3	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	10
SIFE	18	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	10

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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	26	9	2	15	9	3	10	0	5	51	
Total	26	9	2	15	9	3	10	0	5	51	

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	18	14		44
Chinese										1		2		3
Russian														0
Bengali										2	1			3
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	15	20	16	0	51								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

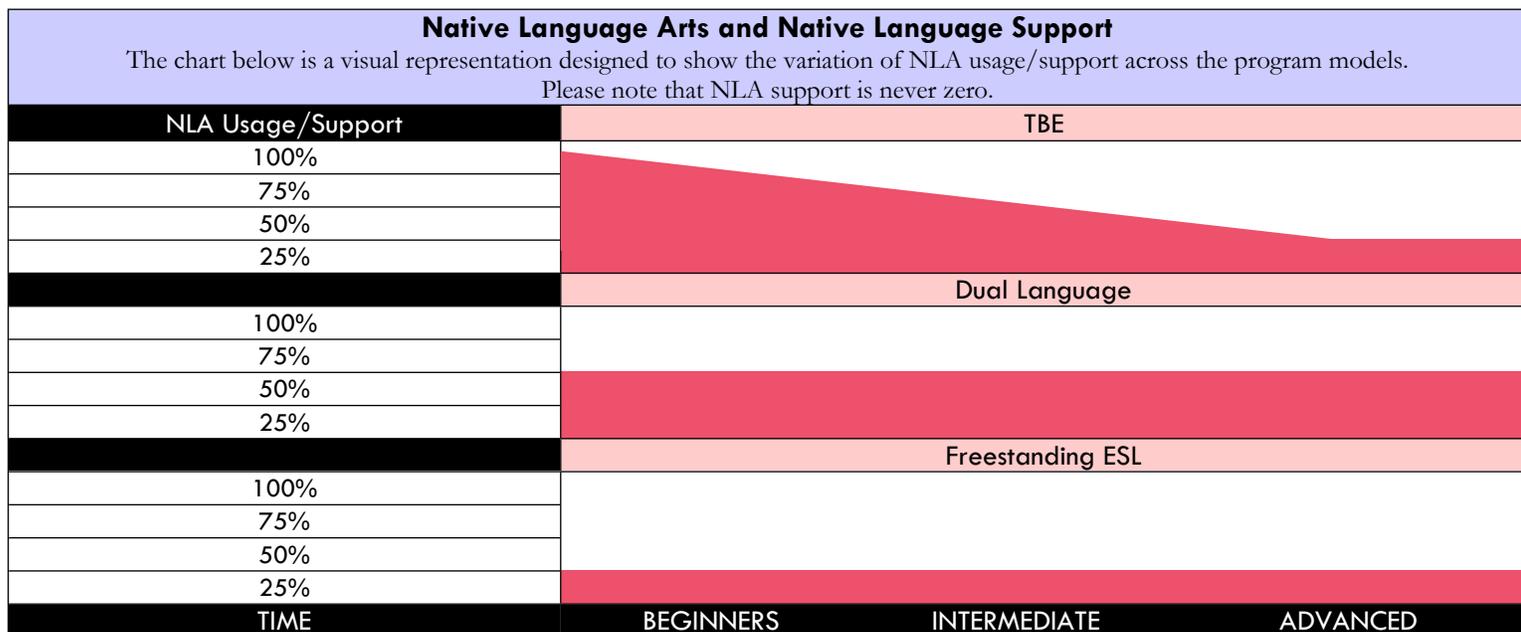
1.
 - a. Our organizational models are as follows: self contained classes by level.
 - b. Our program models are as follows: Ungraded, homogenous class structure.
2. Our staff ensures that the ESL students receive the appropriate amount of minutes. The advanced students receive 180 minutes in ESL and ELA, our intermediate students receive 360 and the beginners receive 540 ESL minutes per week.
3. The content area classes are given in English because we have a free standing ESL program. Our teachers make great effort to have oral translators, dictionaries, translate coursework, and utilize classroom paraprofessionals whenever possible. Peer tutoring is also implemented in order for our ESL students to receive support from their classmates.
4. We differentiate for ELL subgroups as follows:
 - a. Our SIFE students with our AIS program, after school help and our Saturday program. These programs focus on teaching comprehension skills in reading and writing and teaching organizations skills that would help them succeed in our school.
 - b. Our newcomers are provided with extra support in our recovery programs. During this time we work on basic conversational skills, NYSESLAT preparation, and building vocabulary.
 - c. Our plan for the students that have been in the U.S. for 4-6 years are presenting more challenging material. Including thematic units where the students have to produce written essays, oral presentations and read assigned texts. We also prepare them extensively for the NYSESLAT exam by carrying out practice tests and teaching the students test taking skills.

d. Our long term plan for our ELL students is to prepare them extensively enough for the NYSLESLAT exam. In addition to that we help them with higher level reading comprehension skills, novel reading, research projects and essay writing. We also help them with advanced conversational speech, college readiness, and improving their vocabulary.

e. Our special needs students are serviced based on their Instructional Educational Needs. All of our ESL teachers work together to plan effective instructional methods and provide extra help through our Academic Intervention services.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	5	3		14
Intermediate(I)										5	10	5		20
Advanced (A)										4	4	9		17
Total	0	0	0	0	0	0	0	0	0	15	19	17	0	51

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	3	0	
	I										4	4	3	
	A										5	7	3	
	P										4	3	4	
READING/ WRITING	B										4	5	3	
	I										5	10	3	
	A										3	4	7	
	P										1	0	0	

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

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

Paste response to questions 1-6 here

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		