



MS/HS 368
IN TECH ACADEMY

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT10/ BOROUGH BRONX/ NUMBER I.E., 01M000)
ADDRESS: 2975 TIBBETT AVENUE
TELEPHONE: 718 432 4300
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER:	368	SCHOOL NAME:	IN-Tech Academy
SCHOOL ADDRESS:	2975 Tibbett Avenue, Bronx, NY 10463		
SCHOOL TELEPHONE:	718 432 4300	FAX:	718 432 4310
SCHOOL CONTACT PERSON:	Stephanie Fisher	EMAIL ADDRESS:	Sfisher7@schools.nyc.gov
<u>POSITION/TITLE</u>			
		<u>PRINT/TYPE NAME</u>	
SCHOOL LEADERSHIP TEAM CHAIRPERSON:		Stephanie Fisher	
PRINCIPAL:		Yvette Allen	
UFT CHAPTER LEADER:		Dayanara Hernandez-Garcia	
PARENTS' ASSOCIATION PRESIDENT:		Raquel Gonzalez	
STUDENT REPRESENTATIVE: (Required for high schools)		Tugba Camci Julissa Nunuez	
<u>DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION</u>			
DISTRICT:	10	SSO NAME:	CFN 104
SSO NETWORK LEADER:		Bob Cohen	
SUPERINTENDENT:		Sonia Menendez	

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/ronlyres/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
Rose Fairweather Clunie	*Principal or Designee	
Dayanara Hernandez-Garcia	*UFT Chapter Chairperson or Designee	
Racquel Gonzalez	*PA/PTA President or Designated Co-President	
Maria Matias	Title I Parent Representative (suggested, for Title I schools)	
Carmen Cajigas	DC 37 Representative, if applicable	
Tugba Camci Julissa Luna	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Virginia Vargas	Member/	
Stephanie Fisher	Member/	
Luz Medina	Member/	
	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.

IN-Tech is a comprehensive secondary school serving a 6th - 12th grade population from within Community School District Ten and is committed to initiating and implementing a program of study for shaping the learning community for the twenty-first century. We are committed to develop self-reliant, active learners who will be college bound critical thinkers. IN-Tech provides an inquiry-based curriculum that promotes understanding across disciplines and encourages students to investigate as scientists, explorers, artists, and researchers. It is a requirement that our high standards be met by all of our students to insure acceptance into fine colleges. Our school boasts an extremely active School Leadership Team and Parent Teacher Association.

IN-Tech Academy has designed a program that successfully integrates technology into the fabric of its content area curriculum. Teachers utilize Smartboards and multimedia projectors within their classroom instruction. Students are provided individual email accounts and also have the opportunity to interact with teachers/experts around the world via Video Conferencing capabilities. After-school and weekend programs include academic enrichment in Mathematics and Literacy. Other week day after-school programs include media club, and guitar.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		IN-Tech Academy MS/ HS 368							
District:	10	DBN #:		School BEDS Code:					

DEMOGRAPHICS									
Grades Served in 2009-10:	Pre-K	K	1	2	3	4	5	X 6	X 7
	X 8	9	10	11	12	Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K							92	92	93.08
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)			2007-08	2008-09	2009-10
Grade 3							93.1	100	100
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	121	161	141	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	172	169	207				77.2	80	91.1
Grade 8	168	163	180						
Grade 9	186	148	149	Students in Temporary Housing: Total Number					
Grade 10	150	147	165	(As of June 30)			2007-08	2008-09	2009-10
Grade 11	99	95	90				2	8	9
Grade 12	80	101	84						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total	990	984	1016				25	3	1
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Number in Self-Contained Classes	26	24	24						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	50	50	Principal Suspensions	1	19	15
Number all others	82	64	80	Superintendent Suspensions	7	13	10
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	86	91	105	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	30	32	45	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	67	72	73
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	21	13	12
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	5	5
	12	4	5				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	64%	57
American Indian or Alaska Native	0%	.5	0.27	Percent more than two years teaching in this school	43.3%	32%	66
Black or African American	15.2%	14.3%	11.68	Percent more than five years teaching anywhere	40.3%	53%	43
Hispanic or Latino	77.7%	78%	81.14				
Asian or Native Hawaiian/Other Pacific Isl.	4%	4.5%	4.04	Percent Masters Degree or higher	78%	86%	91
White	2.6%	2.6%	2.29	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6%	95	94.2
Multi-racial	0	0	0.09				
Male	52%	53%	49.12				
Female	47.6%	47%	50.87				

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:

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

Differentiated Accountability Phase (Check <input type="checkbox"/>)	Category (Check <input type="checkbox"/>)		
	Basic	Focused	Comprehensive
In Good Standing (IGS) <input type="checkbox"/>			<input type="checkbox"/>
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input type="checkbox"/>)		Secondary Level (<input type="checkbox"/>)	
	ELA:	<input checked="" type="checkbox"/>	ELA:	<input checked="" type="checkbox"/>
	Math:	<input checked="" type="checkbox"/>	Math:	<input checked="" type="checkbox"/>
	Science:	<input checked="" type="checkbox"/>	Grad. Rate:	<input checked="" type="checkbox"/>

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native	<input checked="" type="checkbox"/>						
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander	√	√	√	√	√	√	
White	√	√		√	√		
Multiracial							
Other Groups							
Students with Disabilities	√	√		√	√	√	
Limited English Proficient	√	√		√	√	√	
Economically Disadvantaged	√	√	√	√	√	√	
Student groups making AYP in each subject	8	8	3	8	8	7	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	MS- A HS- C	Overall Evaluation:	
Overall Score	93.6 52.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7 10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.1 12.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	8.3 4.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.			

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?

After reviewing various data sources, including the school's progress reports, Quality Review, Learning Environment Survey, cohort progress towards graduation tool, State Exams, and ACUITY, we found that our school had several areas of strength. Our high school progress report shows a marked increase in the special education students' performance on the weighted 4-year diploma rate. We also received extra credit for our lowest third citywide on the ELA and Math Regents. Our school has always received a Well-Developed on the Quality Review. The feedback from the Quality review validates that there is more evidence of differentiated instruction in the classroom for all learners including those with special needs and ESL students. We also pride ourselves in the collaborative work with outside partnerships, such as, Manhattan College, Pencil, J.P. Morgan Chase, Gear-UP, Lehman College, Syracuse University, NY College of Technology, Riverdale Country Day, and IDEO.

We are, however, faced with challenges that we will address through our CEP goals and action plans. While our graduation rate has increased, we do see the need to close the gap relative to our peer and city horizon. We are also working towards closing the gap within our school's subgroups and the general education population. The goal to increase the number of high school students obtaining ten or more credits in each of their first two years of high school, is designed to help us overcome these challenges. The middle school progress report shows a need to improve student performance on the ELA State Exam. Therefore, our goals include incorporating the new Common Core Standards and expanding Professional Learning Communities to strengthen our curriculum and instructional strategies in order to increase student performance. Lastly, our goal to increase the use of the ARIS Parent Link will be the culminating factor in helping us improve student performance.

SECTION 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 2010-2011 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Fifty percent of parents will use ARIS Parent Link before June 2011.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	School wide
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Annual Goals: To achieve 50% parental access of the ARIS parent link. Objectives:</p> <ul style="list-style-type: none"> · By January 2011, we will have 30% of our parents using ARIS · By June 2011, we will have 50% of our parents using ARIS
<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>	<p>In the 2010/2011 school year, in an effort to increase parental ARIS usage, our school will successfully implement the following :</p> <ul style="list-style-type: none"> · An ARIS station with assistance on all open school nights · An ARIS station with assistance at 6th grade orientation · An ARIS link poster contest for middle schoolers, with the winner’s poster being enlarged and hung up around the school. · ARIS stations with assistance at all PTA meetings and functions (with laptops available) ·
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Teachers will be trained on ARIS parent link and see how the parents’ view looks and interacts with the user. (on first PD day) • All PTA members will be trained on ARIS parent link. (at first SLT meeting) • Poster contest will require art supplies (that are already accounted for) from the art class.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> · January : achieve 30% usage · June: achieve 50% usage

SECTION V: ANNUAL SCHOOL GOALS

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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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

To increase the number of teachers involved in Professional Learning Communities (PLC's) during the 2010- 2011 school year.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	PLC
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> · To increase the number of teachers involved in Professional Learning Communities (PLCs) during the 2010-2011 school year.
<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>	<p>Action Plan- PLC</p> <ul style="list-style-type: none"> • In June 2010 and September 2010, all PLC leaders will undergo a series of workshops on leading inquiry work, establishing group norms, and utilizing protocols to structure collaborative inquiry. • The number of inquiry teams will increase from eleven to fourteen. • Members of each department will be programmed for a weekly collaborative meeting. • PLC leaders will conduct weekly meetings to focus on inquiry work, curriculum, and professional development. • Using all available sources of data, each PLC will identify a focus question, a target group, and an intervention strategy. Additionally, the PLCs will set short and long term goals to measure the effectiveness of their intervention strategy. • During October 2010- May 2011, PLC leaders will continue to attend monthly workshops and receive ongoing support from the PLC/IQT coordinator. • PLC leaders will document their Inquiry work on ARIS Inquiry Spaces to keep the entire school community informed.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I will partially fund PLC Professional Development. • Higher Education Partners will provide professional development to teachers, faculty, administrators, and guidance counselors. • Teachers and guidance counselors will attend conferences, workshops and view webinars for Professional Development • Best practices will be shared in the PLCs, departmental meetings, professional learning communities, lunch and learns, inter-class visitation and inter-school visitations.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • By June 2011, 80% of teachers will be working collaboratively in PLCs that will be an extension of our Main Inquiry team. • Checkpoint: by February of 2011, Smart Goals, Focus questions of target groups of students will be established by 80% of Professional Learning Communities in our school

SECTION 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

To increase the number of teachers who have exposure to the common core standards.

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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	Common Core Standards
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of teachers who have exposure to the Common Core Standards.</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>	<p>Action Plan</p> <ul style="list-style-type: none"> • In November, all teachers will engage in an introductory workshop to the Common Core State Standards (CCSS) and will compare the CCSS to the current NYS standards in their departments. • The Math Coach/Testing Coordinator will attend a National Assessment of Education Progress (NAEP) workshop to explore how the CCSS will be assessed in 2014. • The Math Coach/Testing Coordinator will create the following workshops and meet with MS and HS Math, ELA, and Science Professional Learning Communities as well as the Cabinet to explore how the CCSS will be assessed in 2014. ELA PLCs will attend two workshops, one on writing and one on reading. • Math, Science, and ELA teachers will begin to incorporate NAEP assessment items into their curriculum and instruction. • The school wide Inquiry Team, which is focusing on College Readiness, will develop a series of professional development workshops that will focus on the Writing Standard #2 that addresses the writing of informative/explanatory texts. These workshops will focus on having grade teams create a rubric to score this standard and to develop a coherent expectation for each grade, ensure an increasing rigor across the grades, and a coherent application of this rubric • In June, all teachers will engage in a workshop on CCSS to determine curricular implications for the 2011-2012 school year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> · Professional Development days in November 2010 and June 2011 (requiring coverages for teachers). Funding for this will come from <i>the Professional Development funding for Title I schools</i>.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> · By June of 2011, 30% of teachers will receive professional development in the Common Core Standards · Checkpoint: By February of 2011, 20% of teachers will receive professional development on the Common Core Standards · Evidence: Agendas, attendance and handouts.

SECTION 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Middle School - To increase the number of students scoring on levels 3 and 4 by 3% on the New York State English Language Arts Assessment

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 NCLB/SED improvement (SURRE, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant):	English Language Arts
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Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	By June 2011, we will increase the number of middle school students scoring on levels 3 and 4 by 3% on the New York State English Language Arts Assessment.
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<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>	<p>Teachers will implement and revise a comprehensive curriculum that has recently been completed by our Middle School Team. This curriculum development process also includes a family friendly website that will give parents and students a clear picture of the expectations for each grade in ELA. Skills periods in the middle school to assist with vocabulary development, critical reading skills, grammar, writing, spelling and penmanship. The major textbook for middle school grades 6, 7 and 8 will be a textbook on CD Rom. This textbook, Mirrors and Windows, has its own website with a plethora of resources for students and parents alike.</p> <p>We will be presenting these multiple opportunities to the parents via parent's association meetings throughout the school year. I would like to introduce parents to the online resources for the 6th, 7th and 8th grade.</p> <p>Administrators, teachers and professional learning community leaders and members will continue focus professional development on reading and writing in all content areas throughout the 2010 - 2011 school year. In this way teachers of English Language Arts will continue to support the reading and writing needs of all students in all content areas. We will work to develop a common language for addressing the reading and writing needs of all students in our school. It is our hope that our common language will help all students, parents and teachers to understand what is required when we request the following types of writing from students:</p> <ul style="list-style-type: none"> · Journal Writes · Short answer · Paragraph · Extended Response · Essay <p>By creating a common language that lives in all content area classrooms, we will assist students in developing their writing skills in all content areas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy and Contracts for Excellence funds will be used to support teaching and learning. These funds will assist with appropriate staff development, materials and continued learning experiences for staff and students. Additionally we will use funding from the Campaign for Middle School Success Grant to purchase new materials for middle school and to align our new and more rigorous curriculum.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students' progress will be monitored using baseline, midline and endline writing assessments. Student progress will be monitored by evaluating student scholarship and AUCITY RESULTS. Student progress will be monitored by collaboratively looking at student work and evaluating the strengths and weaknesses of each student.</p>

SECTION 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

For 2010 – 2011, the number of student s in Cohorts O and P (first and second year students) earning 10+ credits will increase by 2%.

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): High School

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For 2010 – 2011, the number of students in Cohorts O and P (first and second year students) earning 10+ credits will increase by 2%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Transcript Review every semester for all students. • Parent meetings with Guidance Counselor, Parent Coordinator and Assistant Principal for students who are not making adequate progress/have failed classes. • Promotion-in-Doubt letters being sent home. • Collaborate with our GEAR-UP Program Leader for outreach and potential programs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>This program will be supported by the 9th and 10th grade Guidance Counselor, Assistant Principal, Parent Coordinator, the existing Advisory Program, and our collaboration with the Bronx Institute GEAR-UP. We will utilize parent volunteers to conduct/assist with outreach for at-risk students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Program evaluation at the beginning of each semester (September 2010, February 2011) to ensure that all students are enrolled in an adequate number of classes to have the opportunity to earn 10+ credits. • Transcript evaluation to ensure that all students earn 5+ credits each semester (January 2011, June 2011) • Reviewing and displaying the Progress Towards Graduation Tool when it is released (September 2010, February 2011)

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					31			
7					29			
8					24			
9								
10								
11								
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:	AIS will be performed through a series of in class supports and an extra skills class taken by AIS students once per week.
Mathematics:	AIS will be performed through a series of in class supports and an extra skills class taken by AIS students once per week.
Science:	AIS will be performed through a series of in class supports and an extra skills class taken by AIS students once per week.
Social Studies:	AIS will be performed through a series of in class supports and an extra skills class taken by AIS students once per week.
At-risk Services Provided by the Guidance Counselor:	At-Risk services are provided on an as needed basis. These services are then scheduled into a student's program during an elective class.
At-risk Services Provided by the School Psychologist:	At-Risk services are provided on an as needed basis. These services are then scheduled into a student's program during an elective class.
At-risk Services Provided by the Social Worker:	At-Risk services are provided on an as needed basis. These services are then scheduled into a student's program during an elective class.
At-risk Health-related Services:	At-Risk services are provided on an as needed basis. These services are then scheduled into a student's program during an elective class.

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 <u>no revisions</u> 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).
X	We have made <u>minor revisions</u> to our school’s approved 2009-10 Title III <u>program narrative</u> for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
	We have made <u>minor revisions</u> to our school’s approved 2009-10 Title III <u>budget</u> 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 <u>program narrative and budget</u> have been <u>revised</u> 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) 6-12 Number of Students to be Served: 149 ___ LEP _____ Non-LEP

Number of Teachers 5 Other Staff (Specify) 1 ELL Coordinator 1 ELL Assistant
Principal _____

School Building Instructional Program/Professional Development Overview

We provide a freestanding ESL program that works as a pull out and push in model. In the middle school we pull out during the students’ elective classes, and we provide push in services into the content areas to complete the mandated periods as per CR Part 154. On grade level 6, 7, and 8 for beginner and intermediate we have 8 pull out periods paralleled programmed with their English classes, and for the advanced students they have 2 pull out periods and 2 push in periods of ESL. At the high school level we offer 3 different sections of ESL, and 1 section of CTT English / ESL. We also offer extended day classes to assist students with developing their language skills. Our teachers have been trained using various ESL strategies, including but not limited to, Q-Tel, Highpoint Series,

TPR, TMI, and differentiated instruction. The staff receives ongoing professional development provided by the ELL Coordinator

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.

Instruction at MS/HS 368 is delivered in a variety of ways to ensure optimal learning for all of our ELLS. LAP - In grades 6-8, our students are in a Freestanding ESL Program. The students are departmentalized. Our Beginner and Intermediate ELLs receive their 360 minutes of ESL via push – in, pull- out and self contained ESL. The ESL is programmed paralleled with English, so that they are able to receive English with their ESL teacher. Our Advanced students in grades 6-8 have more flexibility with scheduling since they are only mandated to receive 180 minutes of ESL. They are also departmentalized and receive 50% of ESL through a push in model, and 50% of the ESL in a self contained setting. These periods are programmed during the elective classes.

In grades 9-12, we have three sections of ESL: a beginner level, an intermediate level, and an advanced level class. The students who are mandated to receive 360 minutes or 540 minutes of ESL receive additional ESL in a push-in model.

After reviewing the data of our state exams, quality review, progress report, report cards, and student work, we have determined the need for our ELL students to receive additional help in English, Math, regents' classes, and native language.

As part of our Title III Program, we have an extended day program for all ELLs in grades 6-12. We have five ESL certified teachers, and 1 certified bilingual teacher that will work with our students . The extended day program will include an English, Math, and Native Language component. The students will be served 2x week for 22 weeks. The instruction will take place up until the state exams begin in late April. The students will be grouped according to need. The newcomer students will receive native language support via the certified bilingual teacher. Their program will include Literacy strategies in reading, writing, listening, and speaking. The middle school students will be grouped according to skills that were assessed on the ELA and Math exams. We will use resources such as Buckle Up series, NYSESLAT Test Prep (Continental Press) and Test Ready Math to help the students in the ELA and Math.

The high school students will receive support in their regents classes as well as academic language support. The high school students will be invited to participate in a Regents Prep Title III program. The students will have instruction in all regents with a test prep component using former regents' exams. The instruction will be provided by a licensed ESL teacher with experience in the content areas. This instruction will prepare them for the regents' exams in Social Studies and Math.

Our rationale for these programs is to target the need for the students based on previous scores ongoing assessments such as the interim assessments and school based benchmarks. We also have data that supports small group instruction with our ELL students.

In addition, we will use the Title III funding to purchase additional materials and resources to support the ELLs. We will purchase bilingual glossaries to use in school and support students at home. Other materials we will purchase include the NYSESLAT test prep materials, classroom supplies and other resources helpful for their learning.

We will also provide field trips to align with other SS units, such as the immigration experience @ ELLIS Island, and their Science units by visiting the Science Museum and the Museum of Natural History. The Madame Tussaud experience will be a culminating project of their biography, women's history, and non-fiction units.

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.

We will contact outside consultants including Teaching Matters Inc. and AUSSIE that will provide training on researched based best ELL practices in order to enhance the quality of ELL teachers. In addition we will send our teachers to ELL and content area PDs.

The professional development will be scheduled as half or full day trainings. The AUSSIE and Teaching Matters Inc. (TMI) will both be full day trainings with 25-30 participants. All training will focus on improving the quality of teachers of ELLs by providing the teachers with researched based best practices.

The staff will also be provided with opportunities for outside professional development through BETAC and professional development opportunities found on Protraxx. In addition to the ESL teachers, all staff members are trained in varied ELL workshops given throughout the year during professional development, after school, lunch and learn, and prep time. For the 2010-2011 academic school year we have implemented the ELL Professional Learning Community, which focuses on sharing best practices, professional development, Inquiry work, and curriculum development.

Section III. Title III Budget

School: MS/HS 368 BEDS Code: _____

Allocation Amount:		
Budget Category	\$22,980	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	\$16,112.52	<input type="checkbox"/> ELA/ Math / NYSESLAT Test Prep 4 teachers x 54 hrs (38 sessions) = 216 hrs <input type="checkbox"/> High School ELLs – Regents Prep 2 teachers x 54 (36 sessions x 1.5) = 108 hrs Total hours 324 x \$49.73 = \$16,112.52
Purchased services - High quality staff and curriculum development contracts.	\$1267.68	ELL and Differentiated Instructions strategies professional development AUSSIE – 25 participants - full day of training (approx. \$1,300 per full day)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2799.80	ELL grades 6-12 – Bilingual glossaries (\$400, NYSESLAT test prep (1999.80), classroom supplies and resources i.e. paper, pencils, pens, binders, chart paper, staplers, staples, glue sticks, etc. (\$400)
Travel	\$600	ELL educational field trips – ELLIS Island w/ headphone tour - \$300.00 Remainder = MUSEUM of Natural History - w/ educational audio/video Science Museum Madame Tussuad
Other (Parental)	\$2,200	Parent Workshops, Award ceremony, Resources such as books for parents in English and native language. Rosetta Stone 1,2,3 for 1-2 stations (\$550 each)
TOTAL	\$22,980	

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:

1. IN-Tech Academy identifies the primary language spoken by each parent by reviewing blue emergency cards completed by parents each year and Home Language Identification Surveys to any new entrants to NYC Public Schools. This information is entered into ATS and is available to all staff members through ARIS.
2. 81.6% of IN-Tech Academy families are identified as Hispanic on ATS. Interpretation in Spanish is provided as needed. This information is indicated on the student's emergency card and is updated on ATS. Staff members have access to the emergency card and to ATS information via ARIS. The other low incidence languages spoken by our parents are Bengali, Russian, Arabic and Albanian. Non-English speaking parents notify staff members at IN-Tech Academy if they choose to rely on an adult friend/companion or relative for language and interpretation services.

Part B:

1. IN-Tech has prominently displayed translation service posters throughout the building. We also have parent room flyers indicating that translation is available as well as the Multilingual Welcome Poster for 2010-2011. We provide written translation of NYCDOE documents as provided by the DOE in the covered languages. In house letters/forms are translated by the parent coordinator and/or an outside vendor approved by the DOE, dependent upon the turnaround time. Written translation requests are to be made directly to the Parent Coordinator. The Parent Bill of Rights, Discipline Code, plans and procedures are also provided to families in the home languages and are always available in the parent room and during PTA meetings.
2. Oral interpretation is available at any meeting where a parent needs interpretation based on the preferred home language specified on ATS. It is also provided if a parent does not choose to rely on an adult friend/companion or relative for language and interpretation services. These services are provided in house by the parent coordinator, parent volunteers and other staff members. Approved DOE vendors are contracted for scheduled events such as PTA meetings, Family Technology Night, Parent/Teacher Conferences, etc.

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:	\$865,332	\$528,059	\$1,393,391
1. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,653.32	\$5,280.53	\$13,933.73
1. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,266	*	
1. Enter the anticipated 10% set-aside for Professional Development:	\$86,533.20	*	

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.

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.

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.

2. Schoolwide 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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" Consolidated in the Schoolwide Program (P)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (P) in the left column below to verify that the school has met the intent and purposes 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 (P)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$865,332		
Title I, Part A (ARRA)	Federal	X			\$528,059		
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			\$22,980		
Title IV	Federal		X				
IDEA	Federal		X				
Tax Levy	Local	X			\$5,837,143		

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.
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:		SURR Phase/Group (If applicable):	
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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.

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

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:	In-Tech Academy (M.S. / High School 368)					
District:	10	DBN:	10X368	School		321000010368

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	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		93.4/90.7	94.1/	94.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	Student Stability - % of Enrollment:			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		97.3	97.4	97.9
Grade 6	164	155	135				
Grade 7	169	221	215	Poverty Rate - % of Enrollment:			
Grade 8	168	181	231	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	149	154	154		75.3	91.1	91.1
Grade 10	158	172	165				
Grade 11	97	92	105	Students in Temporary Housing - Total Number:			
Grade 12	104	99	113	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	1	0	0		2	28	32
Total	1010	1074	1118	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					25	26	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	21	25	32	Principal Suspensions	22	14	11
# in Collaborative Team Teaching (CTT) Classes	52	55	67	Superintendent Suspensions	7	13	10
Number all others	85	89	72				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	258	338
Early College HS Program Participants	0	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				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	67	73	73
# receiving ESL services only	104	135	TBD	Number of Administrators and Other Professionals	21	20	16
# ELLs with IEPs	17	49	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	5

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
	12	6	48	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	43.3	61.6	78.1
				% more than 5 years teaching anywhere	40.3	41.1	54.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	77.0	90.4
American Indian or Alaska Native	0.5	0.3	0.3	% core classes taught by "highly qualified" teachers	96.6	95.6	97.0
Black or African American	14.1	11.3	12.0				
Hispanic or Latino	78.5	81.0	81.4				
Asian or Native Hawaiian/Other Pacific	4.3	4.2	3.9				
White	2.5	3.0	2.3				
Male	53.2	51.4	49.7				
Female	46.8	48.6	50.3				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v	v	v	v	65
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	v	v	-	-	-	-	-
Hispanic or Latino	v	v	-	v	v	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Multiracial							
Students with Disabilities	v	v	-	-	-	-	-
Limited English Proficient	vsh	v	-	-	-	-	-
Economically Disadvantaged	v	v	-	v	v	-	-
Student groups making	6	6	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / B	Overall Evaluation:	WD
Overall Score:	52.8 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	9.4 / 10.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	9.4 / 7.4	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	32.2 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.8 / 7.5		

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

Title I Parent Involvement Policy and Parent-School Compact for IN-Tech Academy, MS/HS 368

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore IN-Tech Academy, MS/HS 368, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. IN-Tech Academy, MS/HS 368's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Teacher Association, as trained volunteers and welcomed members of our school community. IN-Tech Academy, MS/HS 368 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and ARIS training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress via TeacherEase and SchoolWorld;
4. providing assistance to parents in understanding City, State and Federal standards and assessments through parent workshops;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand via the parent room, parent/teacher conference and the school website.

IN-Tech Academy, MS/HS 368's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design

strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the IN-Tech Academy, MS/HS 368 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for input. To increase and improve parent involvement and school quality, IN-Tech Academy, MS/HS 368 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, via PTA meetings, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

IN-Tech Academy, MS/HS 368 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Meeting;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, and Parent-Teacher Association;
- supporting or OFEA District Family Day events;
- establishing a Parent/Guardian Resource area; instructional materials for parents/guardians.
- encouraging more parents/guardians to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

IN-Tech Academy, MS/HS 368, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. IN-Tech Academy, MS/HS 368 staff and the parents/guardians of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing access and encouraging parents/guardians to access their child's ARIS account and scheduling regular meetings with their child's guidance counselor
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy based on parent/guardian request as surveyed each year;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by School Leadership Team on November 17, 2012.

This Parent Involvement Policy was updated on Thursday, April 7, 2011.

The final version of this document will be distributed to the school community on Wednesday, April 13, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 104	District 10	School Number 368	School Name IN-Tech Academy
Principal Yvette Allen	Assistant Principal Eva Olivo		
Coach Margarita Rosa	Coach		
Teacher/Subject Area Maria Clemente / ESL	Guidance Counselor Mr. Rosas		
Teacher/Subject Area Shrine Andraws / Sp. Ed.	Parent type here		
Teacher/Subject Area Norman Powell/ ESL	Parent Coordinator Alexandra Castro		
Related Service Provider Mr. Ortiz	Other type here		
Network Leader Bob Cohen	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	4	Number of Certified Bilingual Teachers	1	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	0

C. School Demographics

Total Number of Students in School	1139	Total Number of ELLs	149	ELLs as Share of Total Student Population (%)	13.08%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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.
5. 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.)
6. 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.

Paste response to questions 1-6 here

Part II – ELL Identification Process

1. The identification of new ELLs is conducted during the registration process. The Assistant Principal in charge of ESL(Eva Olivo) and the ELL Coordinator ,who is Bilingual Certified, (Margarita Rosa)work with the Pupil Personnel Secretary. The AP and the ELL Coordinator administer the HLIS and conduct the informal interview in English and the native language. If the HLIS indicates further testing, the ELL Coordinator, who is a certified teacher with a bilingual extension, then conducts the formal initial assessment. The LAB-R and the Spanish LAB is administered within the first 10 days of school. The ELL Coordinator also reviews the RLAT to identify those students who will continue receiving ESL services based on their NYSESLAT results. The students are clearly identified and placed into subgroups on ARIS and their information is cross referenced on ATS. This helps in the annual identification of the students during evaluation of ELLs using the NYSESLAT.
2. In order to help parents understand their program choices, the ELL Coordinator works with the Parent Coordinator to plan ongoing informational workshops. After the students are identified, letters are sent home to invite parents for an orientation. At the orientation parents are provided with all the information needed regarding the program choices. They are then given the program choice form to complete with the support of the Parent Coordinator, ELL Coordinator, and ESL teachers. The workshops are ongoing and the ELL Coordinator is always available for individual appointments if needed. The ELL Coordinator is able to communicate in English and Spanish. We have teachers on staff who speak Arabic and Chinese available for translation, if needed, for low incidence languages.
3. The entitlement letters are sent out in September. We have included a return form, so that we have an entitlement letter file for each student in the ESL program. Our aides and Parent Coordinator work together on an outreach plan, phone calls are made and letters are sent home to remind parents to return the ESL forms. This also applies to those parents who do not return a Program Choice form. The returned forms are kept on file in the ELL Corrdinator office and a copy is placed in the student's cumulative record.
4. After ELLs are identified, an instructional program is created for each student dependent upon their level of English proficiency. The students are provided with ESL services based on the CR-Part 154 and the parent's program choice. A placement letter is given to the parent and if the parent needs additional information a meeting is set up with the ELL Coordinator.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been that the parents prefer a Freestanding ESL Program. Since we are a 6-12 school we do not have many newly registered ELL students, therefore most identified ELL students, already come to us with their previous program choice as that of Freestanding ESL. Our trends indicate that approximately 99% of parents prefer an English only program. Parent choice letters are also kept on file in the ELL Coordinator's office and a copy is placed in the student's cumulative record.
6. Currently, our school does provide the program of choice, which is Freestanding ESL. We have hired 2 new ESL teachers to support the learning of ELLs in all content area subjects. Our parents have indicated that they would like their students to remain in a Freestanding ESL Program; therefore we have continued providing these services as push in and pull out models. During our professional development days and at the PTA meetings, parents are kept well informed of the ESL choices for their children. The Parent Coordinator (Alexandra Castro) works closely with the ELL AP and Coordinator to ensure that parent choices are being upheld. The parents are part of our Cabinet meetings where decisions and action plans are made to build alignment between parent choice and program offerings.

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

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
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:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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							29	32	37	12	12	12	6	140
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic								1	1	1	1	1		5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other								1	1		1			3
TOTAL	0	0	0	0	0	0	30	34	40	13	14	13	6	150

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.

LAP - Part IV ELL Programming

1. Instruction at MS/HS 368 is delivered in a variety of ways to ensure optimal learning for all of our ELLs.

a. What are the organizational models?

In grades 6-8, our students are in a Freestanding ESL Program. The students are departmentalized. Our Beginner and Intermediate ELLs receive their 360 minutes of ESL via push – in, pull- out and self contained ESL. The ESL is programmed paralleled with English, so that they are able to receive English with their ESL teacher. Our Advanced students in grades 6-8 have more flexibility with scheduling since they are only mandated to receive 180 minutes of ESL. They are also departmentalized and receive 50% of ESL through a push in model, and 50% of the ESL in a self contained setting. These periods are programmed during the elective classes.

In grades 9-12, we have three sections of ESL: a beginner level, an intermediate level, and an advanced level class. The students who are mandated to receive 360 minutes or 540 minutes of ESL receive additional ESL in a push-in model.

b. What are the program models?

Our programs models have worked best when we group the students homogenously in the self contained or pull out models. However, we also group our students heterogeneously, as they are departmentalized, and we provide push in services as such.

C. We use many different material with our ELLs in order to deliver instruction on varying levels; and needs. We have the ESL Scott Foresman Series in grades 6-8, the HighPoint Series for grades 6-12, Mirrors and Windows for grades 6-9, Great Leaps for newcomers, and SIFE, and a myriad of novels in all levels and in Spanish for use in the ESL class. We also have purchased the Soliliquy Reading Program to pilot with our ELLs in the extended day program.

2. We have designed our program specifically to allow the mandated time for ESL. Since our school has a Freestanding ESL Program, we provide ESL as mandated by CR Part 154. In middle schools our beginner and intermediate students receive 2 periods of self contained ESL and 6 periods of push in ESL. These services are provided by 3 ESL teachers. The advance students receive 2 periods of self contained ESL and 2 periods of push in ESL. They are also programmed for 7 periods of ELA. The ESL services are provided by 2 ESL teachers. In High School we provide 5 periods of self contained ESL for Beginner, Intermediate, and Advanced ELLs. The intermediate and beginner students receive their additional mandated ESL through push in services in the content area classes. They are also programmed for their regular English classes needed as per their grades. These ESL services are provided by 2 ESL teachers.

3. All content areas are delivered in English. In the ESL subject classes, the teachers are certified in ESL, and they used ESL methodologies and strategies in their instruction. The teachers of the content areas all participate in Professional Learning Communities where ELLs have become focus groups, and best practices are shared to enhance student understanding. The ELL Coordinator also provides professional development, on a one-to-one basis, and in group settings. Our ELL teachers have received training in the Q-TEL Model and they provide training to content teachers as needed. Other methodologies that are used to make content comprehensible for our teachers are the SIOP Model, and differentiated instruction strategies. The native language is also used to support the newcomers and SIFE students.

4. Differentiated instruction has been a major focus at our school. Therefore, for the past two years we have developed Professional Learning Communities where student work and data is analyzed thoroughly and best practices are shared. All of our students are also part of an advisory program with a ratio 1:15 that gives them an opportunity to have a relationship with an adult in the building that will monitor their educational and emotional needs. The teachers are also given professional development of a variety of instructional technology tools to use as a support for ELLs. These tools include; Smartboard training, use of projector, document reader, I-POD touches, I-PADs, and scanners. They also receive training instructional programs that include technology such as Teaching Matters, Sadlier Vocabulary Workshop, and Mirrors and Windows.

a. Our SIFE students are identified early on in the school year, so that lessons are differentiated and flexible grouping takes place in the classroom. These students are also identified as At-Risk and are provided with academic Intervention services (AIS), during the school day and during extended day activities. They are also part of the monitoring of Instructional Support Team (IST).

b. Our newcomers are also monitored through AIS and the IST teams. The newcomers are identified and provided additional support in an extended day program designed just for ELLs. We have purchased electronic bilingual dictionaries, and portable DVD players to assist them in the content area classes. The teachers also provide a “buddy” student in all of their classes.

c. Our ELLs that place in the 4-6 year category are provided with additional instruction in an extended program based on their ELA and Math scores. The ESL teachers and the content area teachers are provided with common planning time to discuss individual intervention for these students. Each student’s educational ESL plan differs on the level and need of the child. However, all students receive the support of PLC’s, AIS, IST, and extended day services.

d. Our LTE ELLs have become our current ELL Professional Learning Community focus. We are diligently analyzing the data for each student in this category to determine if a factor other than language is an issue for the student. We also plan on conducting parent outreach to enlist the support of home, as we feel many of the students are capable of exiting out of ESL. These students are also given the opportunity to participate in the extended day program.

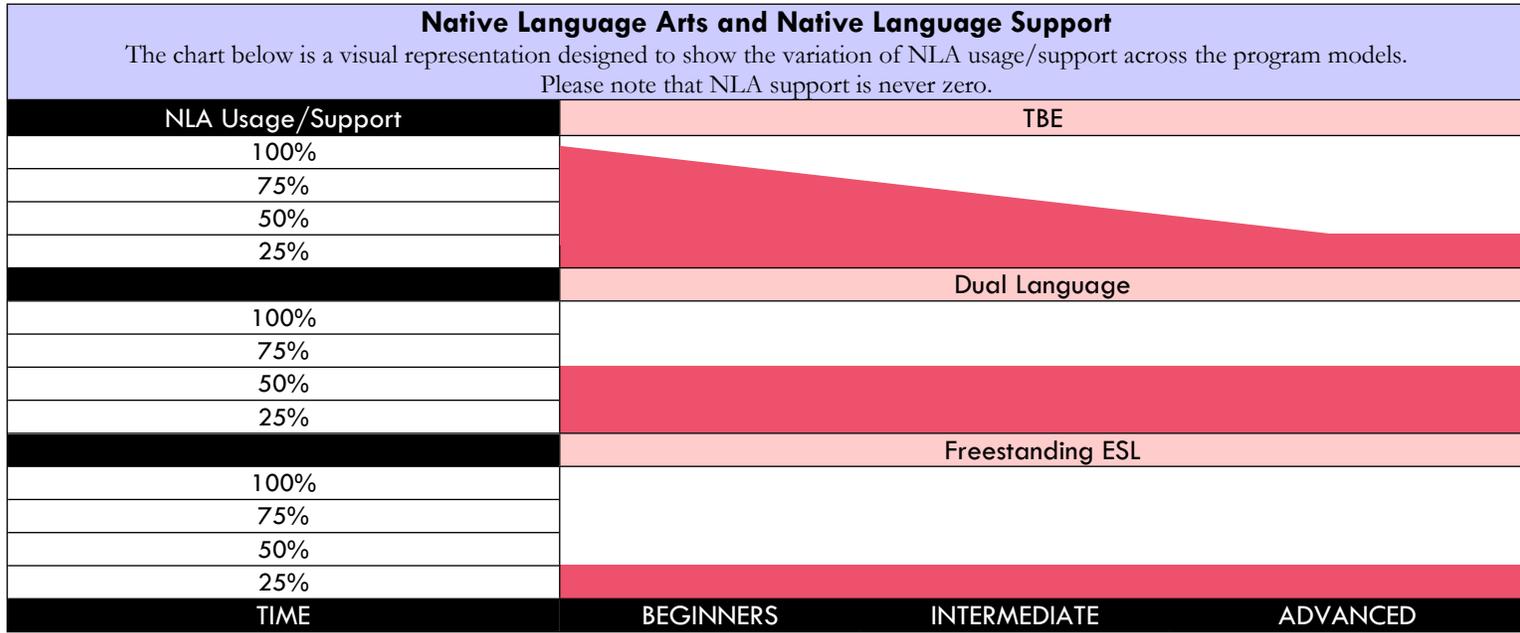
e. Our ELLs with Special Needs are included in all of our instructional committees. In addition, we have a Special Education representative that is on our ELL PLC and on our LAP Committee. We have continuous collaboration with the special education teachers and ELL Coordinator works closely with the Special Education Coordinator to ensure support for both sub-groups.

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
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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?

5. In all of our content areas, the ELLs are identified early on. We use the ARIS data system to create groups based on ELA and Math scores. This allows the teachers to easily follow and manage their ELL groups. Based on data (ELA, Math, NYSESLAT, Interim assessments, etc), we have identified various subgroups within the ELL population. The long term ELLs have become the focus group for the ELL Professional Learning Community (PLC). In this PLC we are currently looking at research based best practices to implement in the classrooms. Our Level 1 students, in ELA and Math, will have the opportunity to participate in our extended day instructional support program. The students will receive additional help in the areas of need by certified ESL and content area teachers. These students are also targeted during the day for small group instruction in our AIS programs and during the teachers' C6R duties. We also have implemented a bilingual cross-age tutoring program for our newcomer students. In this program we have our high school students paired with a newcomer in the student's native language. Currently we have students fluent in Spanish and in Arabic. The high school students either push in to content area classes or peer tutor during lunch. The newcomer and beginner students are also supported with small group instruction in their native language. This instruction is delivered during the day and after school. All of the instruction follows the school wide curriculum in ELA and Math. The textbooks are provided in English as well as Spanish. Currently we are using Teaching Matters a technology based writing program that includes an ESL component.

6. Our transitional students are identified as soon as the NYSESLAT results are given to the school. The teachers of these students are made aware of the students and are given the instructional accommodations for them. These students are provided with the same resources made available for our ELL students, such as, electronic dictionaries and bilingual glossaries. The testing coordinator is also made aware of these students to ensure the continuity of accommodations on all exams. These students are also grouped on ARIS and monitored closely for any additional needs.

7. This school year we have implemented the ELL Professional Learning Community, which follows protocol of an Inquiry Team. This PLC will improve our ELL department greatly because it gives the teachers to grow professionally through the sharing of best practices and implementation of professional development opportunities. The students hopefully will benefit through the continuous development of their teachers. Additionally, this year we are implementing a new curriculum in ELA, which was developed specifically with the inclusion of differentiated activities for our ELL students. Also we have implemented an advisory program, where our students meet in groups of fifteen with a special advisor that will follow their academic process for the entire year. In the advisory topics such as, organization, study skills, and goal setting will be covered.

8. We currently have decided not to pull out beginner and intermediate students out of the elective classes. We have decided to make this program change to allow the students to choose an elective class of their choice and to provide the ESL teacher with block scheduling for the ESL periods.

9. We have always afforded equal access to all school programs, including extended day, sports, and extra -curricular activities. We currently offer instructional extended day programs, sports through the Champs program, the (after school guitar, art, and drama classes).

10. The ELLs in our school are supported through a multitude of resources. The Highpoint Series by Hampton Brown that is specific for ESL, ESL Scott Foresman Series, Oxford Picture and content dictionaries, electronic translators, Smart board, laptops, portable DVD players (used for newcomers and beginners). In addition to the availability of support through technology, Great Leaps, Options, and Soliloquy reading programs are used. We also have small group instruction through flexible grouping and differentiated instruction in all academic content areas that helps support our ELLs. We also have a classroom library with an array of levels and genres in all ESL classrooms. The ELLs also receive social support provided by the Guidance Counselor, SAPIS worker, Parent Coordinator, ELL Coordinator and homeroom teachers.

11. Our Freestanding ESL program uses the native language to scaffold and support, especially for newcomers and beginners. The students also have access to bilingual dictionaries and content area textbooks in the native language.

12. Yes, our support services correspond to students' ages. We closely monitor our over-aged ELLs and they are given additional support as

needed, through instructional resources, and or guidance support.

13. Prior to the school year we provide a new student school orientation with a parent participation. At the orientation the students meet their teachers and are given the school handbook that outlines all the policies for the upcoming year. Additionally, the students are given an opportunity to visit the school in the year prior to beginning of the school year. The students can then familiarize themselves with the layout of the building.

14. The ELLs are offered the same language electives as the mainstream students, which include Spanish, Latin, and French. Additionally, we have an English elective class that is offered to the ELL students.

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.

1. The staff receives ongoing professional development provided by the ELL Coordinator. Weekly common planning meetings provide opportunities for teachers to plan and share best practices, and most importantly articulate with non ESL teachers of ELLs. The staff is provided with opportunities for outside professional development through BETAC and professional development opportunities found on Protraxx. In addition to the ESL teachers, all staff members are trained in varied ELL workshops given throughout the year during professional development, after school, lunch and learn, and prep time. For the 2010-2011 academic school year we have implemented the ELL Professional Learning Community, which focuses on sharing best practices, professional development, Inquiry work, and curriculum development.

2. As a 6-12 school, we have the opportunity to provide continuous professional development to our staff based on the staff member's needs. Our teachers and other staff are have ample opportunities during common planning periods, departmental meetings, and PLC's, to articulate best practices to support the transition from middle school into high school. We also work closely with our Guidance Department to ensure that all students receive the support necessary with the transition.

3. The minimum 7.5 hours of ELL training is provided on the designated professional development days, common planning time, and in the professional learning communities, which meet weekly.

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?

1. We work closely with our Parent Coordinator (Ms. Castro), and the PTA to make sure that ELL parents are well informed and participating in the decision making for their children. Our parents participate in the summer orientation program where they are introduced to the school's policies. We have ELL parents represented on the School Leadership Team and they work closely with all members on the Comprehensive Educational Plan. Our continued support for our parents includes:

- Parent Orientations which begin in September
 - Monthly follow up orientations as new students enroll
 - Conferences- Parent Conferences – 3 in the Fall /Winter – and 3 Winter / Spring
 - ELL workshop during the Parent-Teacher Conference nights and throughout the school year
2. Currently we working on developing a partnership with Children's Aid, a community based organization that will provide fun

activities as well as workshops on parenting.

3. The evaluation of the needs of our parents is a process which begins with the analysis of the Learning Environment Survey. The parent information is analyzed and used to determine our support services and/or programs for our parents in the upcoming school year. The Parent Coordinator is also a member of our Cabinet Team which meets on a weekly basis. This is a school wide decision making team and the parent coordinator represents the voice of all of our parents. We have ongoing PTA meetings as well as the School Leadership Team meetings that also provide us with an abundance of information regarding the needs of the parents.

4. The results of our ongoing parental evaluations are used as the platform for parental involvement activities. The data gathered drives our activities, such as, the development of ESL classes for our ELL parents. We also are starting computer classes with the help a bilingual technology teacher. Our parents have also shown interest in hobbies and this year we have created Arts and Crafts workshops. These classes include jewelry making, craft making from recyclable materials, and fabric painting.

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)							4	3	2	1	1	0	0	11
Intermediate(I)							8	16	13	12	4	4	3	60
Advanced (A)							18	16	23	4	11	5	2	79
Total	0	0	0	0	0	0	30	35	38	17	16	9	5	150

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	1	0	0	0	0	0
	I							5	2	2	2	0	2	1
	A							13	19	10	5	4	3	3
	P							3	11	27	9	9	8	6
READING/ WRITING	B							3	2	3	1	0	1	0
	I							6	13	13	11	2	6	5
	A							14	18	23	4	11	6	5
	P							0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	12	4	0	22
7	23	8	1	0	32

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	20		17		0		0		37
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	9		13		4		2		28
7	5		21		6		1		33
8	9		25		4		0		38
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	6		3	
Math <u>Integrated</u>	15		14	
Math				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment	8		5	
Physics				
Global History and Geography	4		4	
US History and Government	2		2	
Foreign Language	2		2	
Other <u>Phys. Sett</u>	6		0	
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the ELL Interim Assessments, TMI Baseline Assessment and the Acuity ELA Interim Assessment to assess the early literacy skills of our ELLs. The data from these assessments usually correlate with the State ELA data which shows a sizeable achievement gap.

3. The results are significant in our planning. The data shows that our professional development should focus on the Reading and Writing Workshops and differentiated instruction for our ELL students. We also have identified that the students are on various levels and we have adjusted their program to meet those needs. Although the students need more help in developing Reading and Writing skills, the results are consistent with ESL research which states that academic language takes longer to develop.

4a. In our school we have a Freestanding ESL Program; therefore, most of the tests taken have been in English. However, the newcomer students are taught throughout the year with side-by-side translations, and that group is exempt from the ELA assessment. The results in Math fare better than the ELA exams we have twice as many students on Level 3 & 4 in Math than in ELA. These results can be due to the Math test being available in their native language as well as the level of academic language that the students have.

4b. The results of the ELL periodic assessments are used in a variety of ways. They are used to develop professional development opportunities for teachers and to help teachers plan their units and day-to-day lessons. The implication of the data demonstrates that data needs to drive our instruction. In our school we are currently using the data to guide our professional learning communities which meet on a weekly basis. Here we conduct our Inquiry work based on the data. We also use the results for our weekly Cabinet meetings where the administration looks at student work and determines the next best course of action, such as, professional development, distribution of resources, and staff support.

4c. Our ELL periodic assessments are validating what is known. Our ELLs are lagging significantly in reading and writing and further support is needed instructionally, and in resources for our students. We have also learned that small group instruction is beneficial with our students and that our newcomers need native language support. We will use the native language as an additional support and as a scaffold to develop English proficiency.

5. N/A

6. In the past we have used the results of the NYSESLAT and State exams in Math and ELA to evaluate the success of our programs. This year we are incorporating benchmarks to align with our goals for our ELL students. These benchmarks will help us determine the success of our work with our ELL students. We are currently working in our Cabinet to decide on the number of benchmarks and the measurements used for this coming year. We hope to use the benchmarks to support and / or revise our long term goals. We also use teacher, students, and parent feedback to evaluate the overall effectiveness of our programs.

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 additional information here

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		