



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ACADEMY OF INNOVATIVE TECHNOLOGY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K618

PRINCIPAL: CYNTHIA FOWLKES      EMAIL: CFOWLKE@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Cynthia Fowlkes	*Principal or Designee	
Raul Toloza	*UFT Chapter Leader or Designee	
Jaime Belma	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Rachel James Brianna Paolino Christine Rohoo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Meghan Lynch	Member/ Chair	
Loretta Paolino	Member/ Co-Chair - Parent	
Cecilia James	Member/ Secretary – Parent	
Lenore Boney Gill	Member/Parent	
	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

Increase academic rigor across all content areas in order to improve school wide scholarship data by 5%, by June 2012.

There are three factors that drove the decision increasing academic rigor across all content areas:

1. Comparing data obtained from STARS for the school years of 2008-2009 and 2009-2010 indicates a 2 % decrease in school's overall scholarship data. Specifically in the content areas of English and mathematics.
2. The need for teachers to develop UbD units of study, curriculum maps and lesson plans that are coherent and aligned to the CCLS; evidence of differentiation in the curriculum units across the content areas and there is appropriately aligned to the developmental learning and academic needs of all students.
3. Evidence of 2010-2011 low Regents exam passing rates in mathematics. Science and social studies as indicated in STARS: 43.8%, 27.94% and 35.75% respectively.

1. Every day during fifth period, teachers will meet as follows:

- a) Each Monday, teachers will meet in their content teams to focus on the "unpacking" of the Danielson Rubric. Teams will review, implement and conduct peer observations in order to provide feedback. This process will help teachers to determine if there is evidence of improved teacher practice and academic rigor in classrooms.
- b) Each Tuesday, teachers will have common planning time to work collaboratively in teams to assess whether classroom instruction is aligned appropriately to student outcomes. To align assessments. To differentiate their pacing of their lessons in order to meet the needs of all students.
- c) Each Wednesday, teachers will have individual planning time to modify curriculum to meet the needs of ESL. SpEd and bottom third of students. To hold student/teacher conferences and, or extra help. Conduct parent outreach for the purpose of improving student outcomes.
- d) Every Thursday, teachers will meet in their grade teams to develop a better understanding of the needs of students by looking at student work in relationship to instructional practices. Teams will also develop performance based tasks that are aligned to the CCLS, by June 2012

2. By June 2012, all teachers will learn how to use data (ARIS, Skedula, Regents exam results, formative and summative assessment, diagnostics and scholarship reports) on a regular basis to inform and drive their instructional practices and design better aligned assessments/performance tasks.
3. 100% teachers will set academic and professional goals that are aligned to the CCLS and Danielson Rubric.

**Strategies to increase parental involvement**

1. The parent coordinator, guidance counselors, assistant principal and principal will work collaboratively with key consultants who can help organize and schedule parental/guardian workshops. The workshops will provide the materials and training to help parents/guardians work with their children to improve their achievement level, in literacy and math.
2. The parent coordinator with the assistance of BENI (a consulting firm) will provide training for parents/guardians to become more involved in the planning and decision making that will support the educational development of their children.
3. Principal will use the school's messenger service to communicate school goals, instructional plans and school initiatives.

**Strategies for attracting Highly Qualified Teachers (HQT)**

1. A School Based Options will ensure lead teachers from each content area sits on the AoITHS Hiring team. This team will work closely with the assistant principal and principal in order to identify, interview and hire qualified teachers. The team will use the assistance and support gained from the DOE HR office, the DOE New Teacher Select system and New Visions Hiring Team.
2. Teachers will receive comprehensive professional development that supports them in their academic development.

**Service and program coordination**

- a) Principal and team will actively engage in the Talent Management Project, thereby ensuring that 100% of teachers will understand and improve their teaching effectiveness within their classrooms.
- b) Principal, assistant principal and, or external staff developers specifically from New Visions team will provide professional development workshops on a weekly and monthly basis with a focus around improving teacher instruction and the strengthening of student learning and outcomes.
- c) Participation in the Talent Management Project which helps in the development of strengthening teacher practices.
- d) Participation in New Visions Gates LCD project where teachers learn how to embed CCLS in units of study.

**Budget and resources alignment**

New Visions Gates allocation for professional development for teachers and hiring of an educational consultant. Title 1 and Tax Levy in per sessions and per diem budgeted for class coverage for professional development, the hiring of vendors and consultants, visitation to other schools with best practices. Development of curriculum across all content areas.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

To increase Math, Social Studies and Science Regents Pass Rates by 5% or better.

**Comprehensive needs assessment**

1. In order to obtain 70% or above graduation rate from the 2012 cohort, there is a need for 12th grade teachers to focus on students' performances in US History, Global and Living Environment Regents examinations. This needs assessment is based on the STARS data, in cohort 2012, 51% have passed the US History, 58% in Global History and 74% in Living Environment.
2. the scholarship data obtained from STARS, indicates a 4% decline in Regents math scores from school year 2009 to 2010.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  1. Social Studies, math and science teams will develop pre-assessment exams by disaggregating and analyzing the data tools: ARIS, Skedula, Performance Series.
  2. 9th grade teams will do analysis of their students 8th grade math and reading scores.
  3. All grade teams will review and do item analysis of the 2011 June and August Regents exam scores in math, science and social studies.
  4. Teachers from each team will develop lessons and assessments that are differentiated based on the analysis learned from the data

tools.

5. Per Session will be used to pay for after school and Saturday tutoring programs. Program is targeted to students who have failed the Regents exams.
6. Literacy, SpEd and ESL lead teachers will work collaboratively to develop literacy strategies that are differentiated to support ELL, SpEd and bottom third students in their reading and writing literacy skills.
7. Review student progress reports (SPRs) every 20 to 25 days.
8. Review marking period report cards – four times a year; scholarship data–twice a year; attendance/lateness records – as they are aligned with SPR's and scholarship data.

#### Strategies to increase parental involvement

1. School will provide written student progress reports that are given every 25 days of each 45 days quarter. The process will keep parents/guardians informed of their children's progress;
2. Guidance counselors and parent coordinator will assist parents/guardians in understanding their children academic achievements and learn how to assess and monitor their children's progress by providing professional development opportunities periodically through out the school year.
3. Some professional development sessions will be held exclusively for ELL students' parents. These sessions will respect the rights of ELL families to receive translated documents and interpretation services in order to ensure participation in their children's education;
4. In addition, the parent coordinator will provide information related to school and parent/guardian programs, meetings and other activities in a format and to the extent practicable in a language that parents can understand;
5. School will ensure parents/guardians are notified about their children's participation in the Regent's Prep or after school programs through mailing and school messenger system.

#### Strategies for attracting Highly Qualified Teachers (HQT)

1. All teams will set academic goals that are aligned to Goal #1 and 2 articulated above.
2. All teams will receive professional development articulated in Goal #1.
3. Principal and assistant principal will conduct one on one conferences with teachers to provide meaningful and relevant feedback and to discuss goal accomplishments.

#### Service and program coordination

1. During the after school tutorial and Regents Prep program, which includes Saturday's tutorial program, students will receive after school snacks and breakfast.
2. Students who are academically at risk and have demonstrated social emotional disturbing behaviors are receiving counseling services provided by the Campus Health Center and the school based support team, social worker and psychologist.

**Budget and resources alignment**

Title 1 and Tax Levy funding will be used to provide per sessions and per diem for teachers who are providing after school and Saturday Regents' Prep and tutorial classes. Title 111 funding will be used to hire ESL teachers to support general education teachers during these programs.

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

Improve the writing skills of students.

#### **Comprehensive needs assessment**

1. As the results of the 2009 Acuity writing exams, students writing samples and the 2010 pre-assessments writing diagnostic exams developed by ELA teachers, each have indicated that 75% of the writing skills of students are in need of improvement.
2. To meet the CCLS writing strand the school will ensure at least 75% of students will learn how to effectively write one argumentative essay in each of their core subjects.

#### **Instructional strategies/activities**

1. With the assistance of New Visions Literacy Design Collaborative project, teachers will go through the process of “unpacking” the CCLS in their content specific inquiry teams.
2. Every Friday during period 5, literacy inquiry teams will meet and go through the process of “unpacking” the reading and writing strands of the CCLS.
3. ELA teachers will conduct workshops on LDC strategies to other content area teachers.
4. Following the LDC project model, teams with the assistance of the ELA teachers will design CCLS argumentative essay writing modules across all content areas.
  - a) Teachers across all content areas will develop writing Pre and post assessments and use content specific rubrics to determine students writing abilities and writing progress

#### **Strategies to increase parental involvement**

1. Ensure parent coordinator provide opportunities for parents to receive training by literacy experts on literacy development and skills.
2. To provide an opportunity for parents to visit their children classes and to observe classroom activities specifically when teachers are working on literacy development.
3. Coordinate an evening activity for parents to participate in a panel that will hear and discuss student’s argumentative essays.
4. Review with SLT and PTA members about the writing argumentative initiative.
5. Ensure that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents about their children’s literacy abilities.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

1. 100% of teachers will receive daily, weekly and monthly professional development opportunities, by June 2012. See Goal 1 for articulation.

2. 100% of teachers will receive training in using the accountability data tools to help drive instruction, by June 2012.
3. 100 % of teachers will develop performance based tasks that aligned to the CCLS, by June 2012.
4. 100% teachers will set academic goals that are aligned to the CCLS .

**Service and program coordination**

- e) Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

1. Tax Levy, Title 1 and Gates grant from New Visions (LCD work) will fund teachers in preparing their development of creating argumentative writing essay across the content areas through per session and per diem (after school meetings or class visitations).
2. Provide professional development at Teacher's College specifically geared for the literacy team and Literacy Coach.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- f) Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- g) Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- h) Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- i) Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- j) Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- k) Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- l) Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- m) Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	38	25	23	5	28	0	2	0
<b>10</b>	5	24	5	5	7	0	0	1
<b>11</b>	5	33	5	5	11	0	0	1
<b>12</b>	13	27	25	50	9	0	0	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>AIS Literacy Institute/Academic Leadership:</b> Using ARIS, Performance Series, IEP, and 8th grade ELA data to determine the targeted 9th grade students who are reading at the levels of 1 or 2. These students are programmed into an after school literacy institute that takes place between 2:50 – 3:30 PM on Monday, Tuesday, Thursday, and Friday.</p> <p><b>12<sup>th</sup> Grade Literacy Institute:</b> Using ARIS, Performance Series, Scholarship Data, Regents’ Data, IEP, and 8th grade ELA data to determine the targeted 12th grade students who are reading at the levels of 1 or 2. These students are programmed into a specially designed literacy class during school hours taught by our expert literacy teacher. The goal of this class to improve the reading comprehension skills of 12th grade students through building students academic vocabulary; identifying common Latin and Greek root words and puzzles; learning to make inferences, predicting, finding the main idea and identifying significant details of a story. As well, this class will support 12th grade students who are currently below reading level in college level reading and writing for post secondary education.</p> <p><b>Literacy Inquiry Team:</b> Five teachers across all disciplines are working in an action research based inquiry team to help increase all students reading comprehension by one level. These teachers have identified themselves as the Literacy Inquiry Team (LIT). The goal of this team is provide all teachers with a tool box of strategies in order to support our students in finding their voices through argumentative writing. Our monthly themes will include: pre-reading, visualizing, questioning, making inferences, and analysis/synthesis. As well, this team focuses on integrating the CCSS across all content areas through the incorporation of non-fiction texts. This team will use internal writing assessments along with performance task assessments to target sub populations of students throughout the school year in hopes of providing students with strategies that will prepare with the skills need for college level reading and writing.</p>

	<p><b>ELA Regents Prep/After School Tutoring:</b> Using test prep Regents’ based questions – the ELA content team will use differentiated teaching practices, and exams for classroom instruction and assessments including but not limited to Regents’ excerpt of short stories and short answer responses and evaluating texts for literary techniques. All students in 11th and 12th grade who have not yet passed the ELA Regents will receive this prep. All teaching practices will result from a thorough analysis of the June and August 2011 ELA Regents’ Examinations.</p> <p><b>Block ELA Instruction:</b> All students in grades 9 and 11 receive block ELA instruction for a total of 90 minutes Monday – Friday. The goal of block classroom instruction is two-fold. In 9th grade students are expected to build a strong foundation in reading and writing while transitioning from the middle school to high school reading and writing expectations. In 11th grade block ELA instruction supports students in passing the June ELA Regents’ Exam.</p> <p><b>After School Tutoring:</b> Any student struggling in ELA can attend after school tutoring on Mondays throughout the entire school year. Tutoring is small group instruction with any where from 3-10 students per session. Tutoring lasts for 45 minutes and is individualized based on student’s needs. All students attending tutoring are pre-assessed using teacher generated internal assessments.</p>
<p><b>Mathematics</b></p>	<p><b>AIS Math Institute/Academic Leadership:</b> Using ARIS, Performance Series, IEP, and 8th grade Math data to determine the targeted 9th graders at level 1 or 2. These students are programmed into an after school Math Institute that takes place between 2:50 – 3:30 PM on Monday, Tuesday, Thursday, and Friday.</p> <p><b>9<sup>th</sup> Grade Pre-Algebra:</b> Using ARIS, Performance Series, and 8th grade Math data to determine the targeted 9th grade students who are at the level 1 and 2. These students are programmed into a Pre-Algebra class that takes place during school hours for 90 minutes Monday – Friday. Classes are structured for students to work within small groups of 12 to 15 students. Math teachers are required to first pre-assess these students to determine their content knowledge. Based on the outcome of the pre-assessments and the data obtained from previous IA exams/pre-assessments, ARIS and Performance Series math exams, teachers have decided to work with their target group to build the foundation needed to successfully complete the Algebra Regents in grade 10.</p>

	<p><b>9<sup>th</sup> Grade Block Algebra Instruction:</b> All students in grade 9 receive block Algebra instruction for a total of 90 minutes Monday – Friday. The goal of block classroom instruction in the 9th grade is to focus on project based activities that are relevant and can help increase students’ math and reading skills. Students will have to apply real world problems using basic math, algebraic equations, variables, graphs and tables. Students will also have to participate in activities that include Math Literacy.</p> <p><b>Algebra, Geometry, and Trigonometry Recovery Classes:</b> 10th,11th, and 12th grade students who have failed the Integrated Algebra, Geometry, and/or Trigonometry Regents are programmed into Math Recovery classes where students receive targeted instruction based on the skills needed to successfully complete the required Regents’ Exam. Teachers use a deep analysis of all prior Regents’ Exams to support students in skill specific instruction that targets individual strengths and weaknesses. Students will develop a deeper understanding of the mathematical concepts that are aligned with the Common Core and NYS Learning Standards.</p> <p><b>Saturday Regents’ Prep Academy:</b> All 12th grade students who have not yet passed the Integrated Algebra Regents are required to attend Saturday Regents’ Academy from 9:00-1:00 PM. Students are chosen for Saturday Regents’ Prep based on the past Regents’ Exams scores and progress to graduation tracker. All students enrolled in Saturday Academy are pre-assessed using past Regents’ Exams. This data strategically drives instruction and individualize instruction based on each student’s strengths and weaknesses.</p> <p><b>After School Tutoring:</b> Any student struggling in Math can attend after school tutoring on Thursdays throughout the entire school year. Tutoring is small group instruction with any where from 3-10 students per session. Tutoring lasts for 45 minutes and is individualized based on student’s needs. All students attending tutoring are pre-assessed using teacher generated internal assessments.</p>
<p><b>Science</b></p>	<p><b>AIS Science Institute/Academic Leadership:</b> Using ARIS, IA Exams/Pre-Assessments, IEP, and 8th grade Science data to determine the targeted 9th graders at level 1 or 2. These students are programmed into an after school Math Institute that takes place between 2:50 – 3:30 PM on Monday, Tuesday, Thursday, and Friday. Students will review and learn the basics of Living Environment by learning the scientific method of problem solving, asking important questions, do observations through labs and develop a</p>

	<p>hypothesis. Teachers will review the scientific inquiry and students will learn the scientific method in order to solve problems and create their own experiments. In addition, students will learn how to write a proper written scientific procedure and make up labs where necessary.</p> <p><b>Saturday Regents Prep Academy:</b> A small group of 12th grade students who have not passed the Living Environment Regents' exam are programmed for Saturday Regents Academy from 9:00 AM-1:00 PM. Therefore, these students have been programmed in AIS in a small group setting order to be reassessed and re-taught key Living Environment concepts. All students enrolled in Saturday Academy are pre-assessed using past Regents Exams. This data strategically drives instruction and individualize instruction based on student's strengths and weaknesses.</p> <p><b>After School Tutoring:</b> Any student struggling in Science can attend after school tutoring on Fridays throughout the entire school year. Tutoring is small group instruction with any where from 3-10 students per session. Tutoring lasts for 45 minutes and is individualized based on student's needs. All students attending tutoring are pre-assessed using teacher generated internal assessments.</p>
<p><b>Social Studies</b></p>	<p><b>Global Studies Regents' Prep Academy:</b> 12th grade students who failed Global History Regents are assigned to AIS Global Regents' Prep classes on Mondays and Thursdays from 3:00-5:00 PM. Teachers are focusing on building skills for students who need extra support in passing the US History Regents' Exam. Therefore, students are being taught in a small group setting focusing on specific reading and writing skills students will need to learn in order to pass the Global History Regents' Exam. Teachers will administer pre-assessments to determine which concepts are to be re-taught to students. On a daily basis, teachers will administer reading and writing assignments. In addition, students will review, re-read and write their understandings of world history and geography as related in the NYS Learning Standards and Common Core State Standards. Finally, teachers will practice DBQs and routinely have students interpret articles, political cartoons and write about their understandings.</p> <p><b>US History Regents' Prep Academy:</b> 12th grade students who failed the US History Regents are assigned to AIS US Regents' Prep classes on Tuesday's from 3:00-5:00 PM. Teachers are focusing on building skills for students who need extra support in passing the US History Regents' exam. Therefore, students are being taught in a small group</p>

	<p>setting focusing on specific reading and writing skills students will need to learn in order to pass the US History Regents' exam. Teachers will administer pre-assessments to determine which concepts are to be re-taught to students. On a daily basis, teachers will administer reading and writing assignments. In addition, students will review, re-read and write their understandings of world history and geography as related in the NYS Learning Standards and Common Core State Standards. Finally, teachers will practice DBQs and routinely have students interpret articles, political cartoons and write about their understandings.</p> <p><b>Block Global History Instruction:</b> All students in grade 10 receive block Global History instruction for a total of 90 minutes Monday – Friday. In 10h grade students are expected to build a strong foundation in Global History to support them with the content knowledge along with the reading and writing skills needed to pass the Global History Regents.</p> <p><b>After School Tutoring:</b> Any student struggling in Social Studies can attend after school tutoring on Tuesday throughout the entire school year. Tutoring is small group instruction with any where from 3-10 students per session. Tutoring lasts for 45 minutes and is individualized based on student's needs. All students attending tutoring are pre-assessed using teacher generated internal assessments.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>The guidance counselor and support staff members meet with the student, parents/guardians, and classroom teachers on a regular basis to monitor student progress. If needed, the guidance counselor recommends a mental health professional staff member who can provide both individual and group counseling. In addition, the guidance counselor meets regularly with the special education lead teacher to address the Individual Educational Plans for students with special needs and 504 plans are established for students in need of specific accommodations. Lastly, the guidance department meets weekly with administration to support students through academic intervention services geared toward 'at-risk' and persistently low achieving students. As well, students deemed at risk are chosen for our 'Magic Four' support team where guidance counselors, teachers, students, and parents work together to strategically create plans that will support students both academically and socially/emotionally.</p>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>On site school based psychologist meets with guidance counselor and lead SPED teacher for IEP students whose triennial evaluations are due. Or, if a parent or the pupil personnel team has requested an evaluation of a general education student.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Monitoring student progress is an ongoing process. The principal with the support of the School Based Support Team (SBST), meets every two weeks to monitor the progress of students who are need of academic intervention. The social worker meets with the student based on his or her soc/emotional needs. The SBST will review AIS on a quarterly basis to determine the progress and whether services should continue.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Guidance counselor recommends to the school based health center students who are in need of health related services. All guidance counselors and lead SPED teacher meet on a regular basis with the representatives from the health center to discuss students' health progress.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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 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;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members

of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

**Part I • School ELL Profile**

**A. School Information** [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado/Alexis Penzel</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>618</b>
School Name <b>Academy of Innovative Technology</b>			

**B. Language Allocation Policy Team Composition** [?](#)

Principal <b>Mrs. Cynthia Fowlkes</b>	Assistant Principal <b>Ms. Meghan Lynch</b>
Coach <b>Ms. Stahl</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Rothfeld</b>	Guidance Counselor <b>Mrs. Matta</b>
Teacher/Subject Area <b>Ms. Weaver</b>	Parent <b>Ms. James</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Mr. Martinez</b>
Related Service Provider <b>Ms. Bryant</b>	Other <b>type here</b>
Network Leader <b>Alexis Penzel</b>	Other <b>type here</b>

**C. Teacher Qualifications** [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

**D. School Demographics**

Total number of students in school	<b>427</b>	Total Number of ELLs	<b>51</b>	ELLs as share of total student population (%)	<b>11.94%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

**Part II • ELL Identification**

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

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

1. The steps followed for the initial identification process are as follows: When a newcomer parent and student come in to register they are first taken to the ESL office where a pedagogue assists the parent with the completion of The Home Language Survey. Two of the staff certified ESL teachers; Ms. Rothfeld and Ms. Weaver help the parents with the complete process. The Informal Oral Interview in English and in the Native Language are also given to the student to help accurately identify ELLs. If the child is identified as an ELL, they are then given the formal assessment which consists of the LAB- R in English and if applicable in Spanish. Once these documents are hand-scored a determination of their ELL status is made. In addition, in order to evaluate ELLs, ESL teachers review the NYSESLAT modality report to identify trends and create level appropriate classes for each student.
2. The structures that are in place in order to make program selection comprehensible for parents are as follows: On the initial visit a pedagogue accompanied by a translator if applicable shows the parent the English Language Learners Orientation Video which explains the different program options available in New York City. Parents are also given the Guide for Parents of English Language Learners pamphlet in English and their native language. Additionally, we answer any questions that the parents have regarding the video and then assist them with filling out the parent selection form. This is done within the first ten days of the child's admittance. In the event that parents do not complete this process in the first ten days of school, outreach to these parents is a joint effort that consists of the parent coordinator, ell staff, and administration. Phone calls to set up individual parent meetings and an annual back to school night for ELL parents are held within the first month of school to ensure parents understand our schools program and organizational models.
3. The process to ensure that Entitlement letters are distributed and Parent Survey and Parent Selection forms are returned consists of: Distributing Entitlement letters with in the first two weeks of school to students directly. Furthermore, letters are sent to the child's home by mail. The Parent Surveys and Program selection forms are completed during the initial visit or within the first ten days of the child's admittance. If all forms are not completed during the initial visit, a parent meeting is set up to ensure that all essential paperwork is completed. Follow ups are done by phone and mail to guarantee that all parents have completed and returned all necessary documentation.
4. In order to place students into a program that best fits their needs our school support along with the ESL teachers consults with the parents during the initial visit. After the parent becomes well-versed in program options through the use of the orientation video and the native language parent selection guide they then make an informed decision about which program they feel best meets the needs of their child. If the program selected is not offered at our school we assist with finding an appropriate placement for the child. We also inform the parents that we are monitoring requests and when the number reaches the state mandate of 20 we will then create a bilingual program. We inform these parents that in the meantime their child will be placed in a free-standing ESL program. These requests are recorded and organized in file folders that divides each chosen subgroup.

5. After reviewing Parent Surveys and Program selection forms the trend shows that most parents are requesting that their child be placed in our free standing ESL program. We do have some parents who have requested a bilingual programs. As the number grows our intent is to honor the parent's requests and open a bilingual program at our school. As of now we have 8 parents who have opted for bilingual services.

6. The program model offered at our school does align with parent requests. There are parents who have requested their child be placed in a free standing ESL class. At the same time there are parents who have selected bilingual services for their child. We are planning to offer extensions for some content area teachers to become bilingual certified.

## Part III • ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
---	--

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	51	<b>Newcomers (ELLs receiving service 0-3 years)</b>	26	<b>Special Education</b>	6
<b>SIFE</b>	18	<b>ELLs receiving service 4-6 years</b>	14	<b>Long-Term (completed 6 years)</b>	11

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

**ELLs by Subgroups**

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	26	7	1	14	11	2	11		3	51
Total	26	7	1	14	11	2	11	0	3	51

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	5	14	11	45
Chinese											1		2	3
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian												1		1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>7</b>	<b>15</b>	<b>13</b>	<b>51</b>								

**Part IV • ELL Programming**

**A. Programming and Scheduling Information**

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 her

1.
  - a. Our organizational models include self contained classes by level, pull out small group instruction and content area push in. Some students receive pull out during Advisory and the others receive push in during English, Math and Social Studies. All the ESL teachers have common planning meetings in order to collaborate with the content areas teachers. During this time teachers discuss how to meet the needs of the ESL students while staying in alignment with the content curriculum.
  - b. Our self contained class is one block of ungraded and homogenously grouped ESL instruction. The push-ins and pull outs are all one period, graded and heterogeneously grouped.
2.
  - a. The use of the three aforementioned program models are used to ensure that the students are being served the appropriate amount of mandated minutes. All advanced students are placed in ELA classes by grade and receive ESL minutes by one or two of the organizational models.
3. Content area classes are delivered in English for one period or one block differing by grade level and subject. In order to make content comprehensible to our ELL students content area teachers collaborate with the ESL teachers throughout the school year during our weekly common planning time and during organized in house professional development in order to plan and implement differentiated lessons. Moreover, due to the high influx of Hispanic speaking ELLs, ELL students who are in Algebra, Living Environment, and Grade 9 ELA have access to Spanish speaking teachers that cultivate their native language academic vocabulary by providing verbal translations during classroom lessons. Additionally, monolingual teachers of content areas use films with subtitles, audios, and translated texts to make certain works .
4. Content area teachers provide alternate assessments where students can make use of their native language through informally through translated oral presentations and formally through translated exams.
5. We differentiate instruction for the following subgroups:
  - a. Instructionally we provide our SIFE students with extra support through our AIS program, an ESL after school class and our ELA and Math Saturday program. These programs focus on teaching comprehension skills in reading and writing, test taking skills,

## A. Programming and Scheduling Information

organizational skills that will help them succeed in school. Also, during pull out instruction students focus on phonemic awareness and the fundamentals of reading and writing.

b. Instructionally we provide newcomers with one block of self contained ESL services per day a long with extra support during pull out and push in services. With these newcomers we focus on building students Basic Interpersonal Communication skills and fostering students Cognitive Academic Language Proficiency. We support students in our individualized AIS program and also encourage them to come to after school help.

c. Instructionally our plan for the students who have been receiving services for 4-6 years are incorporating thematic units where the students have to produce written essays, oral presentations and read a variety of assigned texts. We also prepare them extensively for the NYSESLAT and Regents exams by carrying out practice tests and teaching test taking skills. We use NYSESLAT data to focus on student weaknesses in order to strengthen these areas.

d. Instructionally we provide long term ELLs with support services. The majority of our long term ESL students are special education students. We work in conjunction with the special education coordinator in an attempt to close their academic gap. In addition, we use NYSESLAT data to identify which modalities they are struggling with and target those areas. Also, we try to build further academic vocabulary and give intensive regents and NYSESLAT preparation.

6. We use a variety of instructional strategies and grade-level materials for our ELL-SWDs. In our school we utilize the Wilson reading program and are in the process of purchasing Achieve 3000. The ELL-SWD's receive additional support from a special education certified literacy coach in their ELA class. All teachers use the Unit By Design backward planning model and the Danielson rubric to differentiate and effectively plan to meet the needs of the students.

In addition, all teachers use computers, visuals (projectors/Smartboards), and graphic organizers to teach basic writing skills. These materials allow us to scaffold and present materials in a way that promotes academic success for ELL-SWDs. Our classroom libraries are also differentiated to meet the needs to all readings levels through an inter-disciplinary and cross curricula approach to literacy. Grade level Special Education teachers, ESL teachers, and Literacy Coach/Consultant work collaboratively to utilize the above materials and instructional strategies to support the needs of our ELL-SWDs population to promote academic success. Lastly, all ELL-SWDs have individual academic goals that are documented through SESIS.

7. In our school we have ICT classes where our special needs students are serviced. There is a certified special education literacy teacher that pushes into ELA to provide extra support such as explicit vocabulary instruction. Individualized Education plans are reviewed and teachers cooperatively plan to meet the needs of the students. This includes modified work within the classroom as well as project, assignments, and tests. SETSS services are also provided for ELL-SWDs within advisory as well as through the push in model within the classroom. Para-professionals/school aides are also designated to specific students. All ELL-SWDs who receive mandated counseling attend weekly sessions with grade level guidance counselors and health center therapists if needed. In order to meet the individual needs of all ELL-SWDs our school assigns particular students to the appropriate special education teacher, this teacher will be responsible for providing accommodations and modifications as well as reporting on goals in the IEP. This includes any speech-language therapy or occupational therapy mandated on the IEP. As well, our staff works collaboratively in professional learning communities to ensure the students are receiving the services that they need. This includes monthly pupil personnel team meetings which are held to discuss individual student's academic progress, social/emotional needs, and recommended evaluations given by teachers, staff, and parents. Lastly, a service grid has been created for Sped teachers to document where/when students are receiving service and this information can also be located in SESIS.

### Courses Taught in Languages Other than English

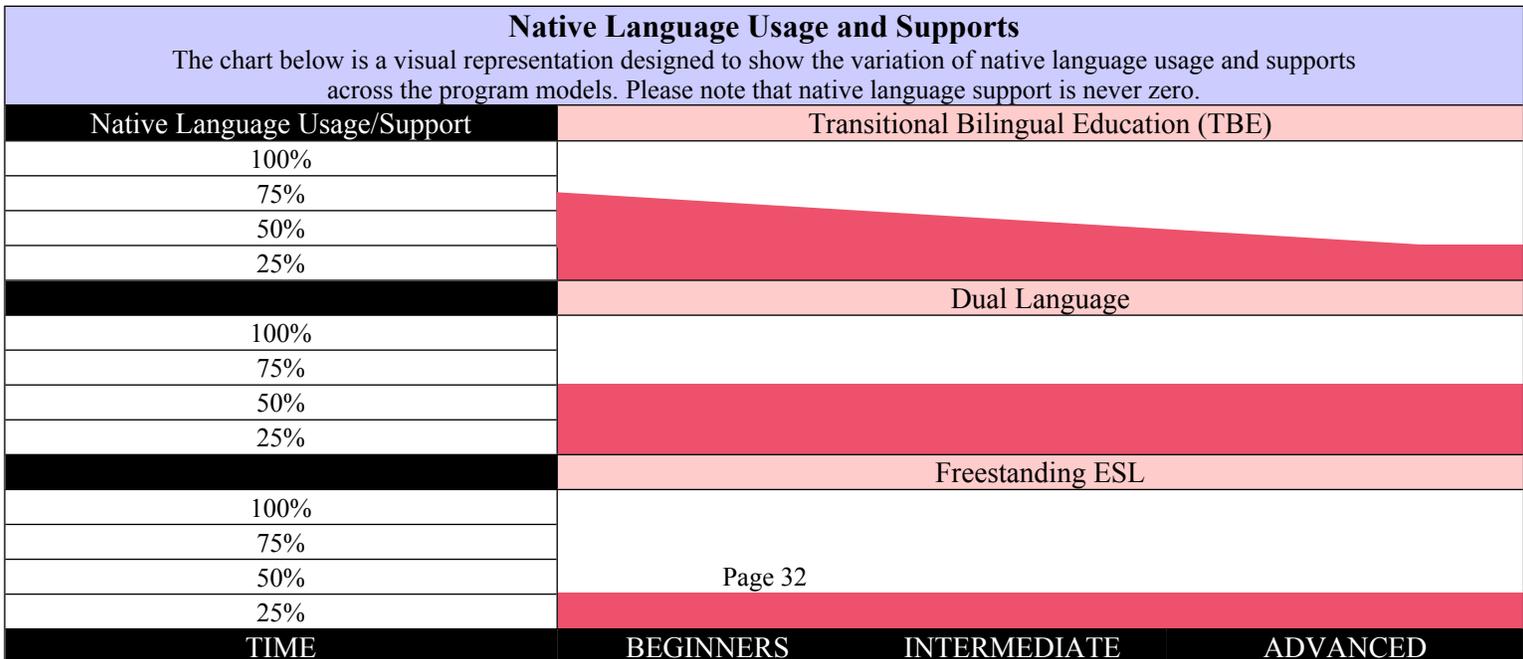
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The targeted intervention services per each content area and per each subgroup consist of content specific afterschool programs, peer tutoring, and Saturday school in ELA and Math. These programs are designated for all subgroups, and focus highly on regents preparation and honing in on individual weaknesses.
9. The plan for continuing transitional support for ELL's reaching proficiency on the NYSLESLAT exam includes the following legally mandated testing modifications i.e. extended time, specific sections read up to three times and glossaries provided when needed. Transitional ELLs are also invited to attend our ESL and content area afterschool and Saturday programs.
10. The new instructional programs being considered for the upcoming school year are Rosetta Stone and/or Achieve 3000.
11. We are not discontinuing any programs at our school.
12. Our ESL students are fully integrated into all aspects of the academic and social life at AoIT. All informational documents and flyers are translated into the students Native language. We have a variety of sports teams including baseball, volleyball, soccer, tennis, cricket, bowling, and track and field. Additionally, theatrical arts, academic clubs, peer mediation, the outing club and martial arts clubs are offered as well. Our students are given equal access to all afterschool academic programs and Saturday classes.
13. The instructional materials we use include dictionaries, glossaries smart boards, and computers. We use Keys to Learning, Visions, Word by Word and Milestones texts and workbooks which focus on the ESL curriculum and content area material.
14. Native language support is delivered as needed in our program through the use of bilingual dictionaries, peer tutoring, and language packets.
15. The required services and resources do correspond with the ELL's ages and grade levels.
16. During the summer newly enrolled ELLs' are invited to join our Summer Bridge program. This is a high school introductory program where students receive academic instruction in ELA and Math. The students also go on trips and become acclimated with the school environment.
17. Latin is the only language elective offered to our ESL 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.

Paste response to questions 1-3 here

1. The professional development plan for all ELL personnel at our school is ongoing. We have in house workshops and also attend outside Pd's provided by the Office of English Language Learners within the Department of Education. The information is then turn keyed by one or more of the ESL teachers to our staff.

2. Not applicable

3. The 7.5 hours of ELL training for all staff is achieved through ESL teacher lead professional development and one on one content area ESL teacher meetings during our weekly planning time. In addition teachers have outside opportunities to supplement further ELL training.

Monday

Period 5 Content Team Meeting

1. Complete all selected domains of the Charlotte Danielson rubric by June 2012.
2. Review updates weekly with team.
3. Review content specific data (including formative and summative assessment, diagnostics, scholarship reports, ARIS/Skedula, and Regents results).

1. Improve teacher practice and academic rigor by looking at curriculum mapping, vertical alignment, CCSL, and UBD planning.

2. Increase communication amongst teacher teams and school community.
3. Increase student achievement and progress toward graduation.

Tuesday

Period 5 Common Planning Time

1. Align assessment calendar/common exam days.
2. Organize and modify unit pacing based on student needs/outcomes.
3. Assess and realign units based student needs/outcomes.

1. Align assessments to assure that all students are assessed regularly to ensure that classroom instruction is aligned to student outcomes.

2. Differentiate our pacing to meet the needs of all students.
3. Differentiate our instruction to meet the needs of all students.

Wednesday

Period 5 Individual Planning Time

1. Modify curriculum to meet the needs of ESL, SPED, and bottom 1/3 students.
2. Student/Teacher Conferences and/or extra help

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The professional development plan for all ELL personnel at our school is ongoing. We have in house workshops and also attend outside Pd's provided by the Office of English Language Learners within the Department of Education. The information is then turn keyed by one or more of the ESL teachers to our staff.
2. Not applicable
3. The 7.5 hours of ELL training for all staff is achieved through ESL teacher lead professional development and one on one content area ESL teacher meetings during our weekly planning time. In addition teachers have outside opportunities to supplement further ELL training.

Monday

Period 5 Content Team Meeting

1. Complete all selected domains of the Charlotte Danielson rubric by June 2012.
2. Review updates weekly with team.
3. Review content specific data (including formative and summative assessment, diagnostics, scholarship reports, ARIS/Skedula, and Regents results).
  1. Improve teacher practice and academic rigor by looking at curriculum mapping, vertical alignment, CCSL, and UBD planning.
  2. Increase communication amongst teacher teams and school community.
  3. Increase student achievement and progress toward graduation.

Tuesday

Period 5 Common Planning Time

1. Align assessment calendar/common exam days.
  2. Organize and modify unit pacing based on student needs/outcomes.
  3. Assess and realign units based student needs/outcomes.
- 
1. Align assessments to assure that all students are assessed regularly to ensure that classroom instruction is aligned to student outcomes.
  2. Differentiate our pacing to meet the needs of all students.
  3. Differentiate our instruction to meet the needs of all students.

Wednesday

Period 5 Individual Planning Time

1. Modify curriculum to meet the needs of ESL, SPED, and bottom 1/3 students.
  2. Student/Teacher Conferences and/or extra help
  3. Advisor/Teacher communication
  4. Parent Outreach
- 
1. Differentiate our instruction to meet the needs of a diverse student population.
  2. Improve student outcomes/achievement through increase teacher/student communication.
  3. Understand the specific academic, social, and emotional needs of your students through Advisors.
  4. Improve student outcomes/achievement through increased teacher/parent communication.

Thursday

Period 5 Grade Team Planning

1. Magic Four/Circle of Support Meetings
  2. Use protocols to look at student work in relation to UBD, alignment, skills development, CCSL, and curriculum mapping. (rotating schedule)
  3. Town Hall Planning
- 
1. Improve student outcomes/achievement through collaborative communication, goals setting, and proactive intervention.

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The professional development plan for all ELL personnel at our school is ongoing. We have in house workshops and also attend outside Pd's provided by the Office of English Language Learners within the Department of Education. The information is then turn keyed by one or more of the ESL teachers to our staff.
2. Not applicable
3. The 7.5 hours of ELL training for all staff is achieved through ESL teacher lead professional development and one on one content area ESL teacher meetings during our weekly planning time. In addition teachers have outside opportunities to supplement further ELL training.

Monday

Period 5 Content Team Meeting

1. Complete all selected domains of the Charlotte Danielson rubric by June 2012.
2. Review updates weekly with team.
3. Review content specific data (including formative and summative assessment, diagnostics, scholarship reports, ARIS/Skedula, and Regents results).
  1. Improve teacher practice and academic rigor by looking at curriculum mapping, vertical alignment, CCSL, and UBD planning.
  2. Increase communication amongst teacher teams and school community.
  3. Increase student achievement and progress toward graduation.

Tuesday

Period 5 Common Planning Time

1. Align assessment calendar/common exam days.
  2. Organize and modify unit pacing based on student needs/outcomes.
  3. Assess and realign units based student needs/outcomes.
1. Align assessments to assure that all students are assessed regularly to ensure that classroom instruction is aligned to student outcomes.
  2. Differentiate our pacing to meet the needs of all students.
  3. Differentiate our instruction to meet the needs of all students.

Wednesday

Period 5 Individual Planning Time

1. Modify curriculum to meet the needs of ESL, SPED, and bottom 1/3 students.
  2. Student/Teacher Conferences and/or extra help
  3. Advisor/Teacher communication
  4. Parent Outreach
1. Differentiate our instruction to meet the needs of a diverse student population.
  2. Improve student outcomes/achievement through increase teacher/student communication.
  3. Understand the specific academic, social, and emotional needs of your students through Advisors.
  4. Improve student outcomes/achievement through increased teacher/parent communication.

Thursday

Period 5 Grade Team Planning

1. Magic Four/Circle of Support Meetings
  2. Use protocols to look at student work in relation to UBD, alignment, skills development, CCSL, and curriculum mapping. (rotating schedule)
  3. Town Hall Planning
1. Improve student outcomes/achievement through collaborative communication, goals setting, and proactive intervention.

## E. Parental Involvement

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

Paste re

1. Parent involvement at AOIT can be found largely through the activities conducted by the PTSA and facilitated by the Parent Coordinator. ELL parents are provided with information in their Native language regarding all aspects of community school life.

2. We are currently partnering with an organization called New Visions. In the upcoming school year we are hoping that our parent coordinator is planning on creating additional workshops with other organizations for our parents.

3. In order to evaluate the needs of the parents the bilingual parent coordinator holds an orientation for ELL parents where he discusses the school mission, programs, and school's visions. The parent coordinator has an open door policy where he can meet with parents who have any concerns or needs throughout the school year. We also evaluate the needs of the parents by asking them to fill out a survey which includes their interests, AoIt expectations, desired programs, and community needs.

4. The parental involvement activities will address the needs of our parents. We offer English as Second Language Courses and computer application workshops. In the upcoming year we also are holding the following workshops for parents that will address College readiness. These workshops are as follows: College Awareness, College Exploration and College Preparation.

## 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)										5	2	3	2	12
Intermediate(I)										6	3	8	5	22
Advanced (A)										4	1	5	7	17
Total	0	0	0	0	0	0	0	0	0	15	6	16	14	51

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	<b>B</b>										4	1	3	2
	<b>I</b>										7	2	8	6
	<b>A</b>										5	1	2	5
	<b>P</b>										1	1	0	0

**NYS ELA**

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

**NYS Math**

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

**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.

Paste response to questions 1-6 here

1. We use a variety of assessment tools to track the progress of our students. For example Acuity exams, Performance Series, Practice NYSESLAT and Regents exams, unit tests, weekly quizzes and writing pieces. At our school we use the Teachers College Reading and Writing workshop model for literacy instruction. Informal assessments are done daily during the active engagement and share portions of each lesson.

### 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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	9		4	
Integrated Algebra	28		13	
Geometry	11		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	12	5	0	
Living Environment	18	2	5	
Physics				
Global History and Geography	21	6	3	
US History and Government	8	4	0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

## 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.

Paste response to questions 1-6 here

- We use a variety of assessment tools to track the progress of our students. For example Acuity exams, Performance Series, Practice NYSESLAT and Regents exams, unit tests, weekly quizzes and writing pieces. At our school we use the Teachers College Reading and Writing workshop model for literacy instruction. Informal assessments are done daily during the active engagement and share portions of each lesson.
- As we take a closer look at the data patterns across proficiency levels and grades pertaining to the LAB-R and the NYSESLAT, we can see that our student's strengths lie in the listening and speaking selection and their weak areas are in reading and writing. Our staff works vigorously with students extensively for the NYSESLAT test each year.
- The patterns across the modalities drives our instructional decisions by planning intensive Reading and Writing workshop lessons. Areas like fluency, reading comprehension, grammar, test preparation and developing writing skills are targeted. Each lesson is also designed to challenge students to use their speaking and listening skills. Daily informal conversations are held toward the end of each class in order to improve their speaking and listening skills.
- Students are offered the content area test in both English and their Native Language. It seems the Native Language test is being used as an aid, but not necessarily increasing their grades. While we notice that our students are still struggling we see that they are closing the gap in certain academic proficiencies.
  - School leadership and teachers do data analysis to study the results of the ELL periodic assessments. They examine the results and highlight the strengths and the weakness of each students. The information is presented to the ESL and content area teachers so they can modify their instruction and plan effectively. Additionally, it enables us to evaluate the trends within our ELL population.
  - From these results we can infer that beginners are still struggling with content area material. Intermediates are also still having difficulties with Regents based coursework. Advanced students are excelling in ELA and Math but are still having difficulties in Science and Social Studies. The school is learning that ELL's need scaffolding in reading comprehension, vocabulary development, and test preparation. Skills like comparing and contrasting, making inferences, using context clues and cause and effect need further attention. Native language is used as need by way of glossaries and peer interactions.
- We do not have a dual language program.

## 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

## Part VI • LAP Assurances

School Name: <b>Academy of Innovative Technolo</b>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19K618      **School Name:** Academy of Innovative Technology HS

**Cluster:** 21      **Network:** 563

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

Students and parents have requested to have school's correspondence – letters and other educational forms that are written in English to be translated into second languages. School support staff during orientation with incoming students articulated school materials are to be translated. Parent Coordinator who is bi-lingual also is able to inform the school with school materials that are needed to be translated.

## **Part B: Strategies and Activities**

---

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

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

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

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

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

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

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

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



## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Total ELLs: 51 (grade 9-12)

SIFE: 18

Newcomers: 26

ELLs SWDs: 6

Long Term ELLs: 11

Instructionally we provide our ELL students with extra support through our AIS program, an ESL after school class and our ELA and Math Saturday program. These programs focus on teaching comprehension skills in reading and writing, test taking skills, organizational skills that will help them succeed in school. Also, during pull out instruction students focus on phonemic awareness and the fundamentals of reading and writing. Instructionally we provide newcomers with one block of self contained ESL services per day a long with extra support during pull out and push in services. With these newcomers we focus on building students basic interpersonal communication skills and fostering students cognitive academic language proficiency. We support students in our individualized AIS program and also encourage them to come to after school help. Instructionally our plan for the students who have been receiving services for 4-6 years are incorporating thematic units where the students have to produce written essays, oral presentations and read a variety of assigned texts. We also prepare them extensively for the NYSESLAT and Regents exams by carrying out practice tests and teaching test taking skills. We use NYSESLAT data to focus on student weaknesses in order to strengthen these areas. Instructionally we provide long term ELLs with support services. The majority of our long term ESL students are special education students. We work in conjunction with the special education coordinator in an attempt to close their academic gap. In addition, we use NYSESLAT data to identify which modalities they are struggling with and target those areas. Also, we try to build further academic vocabulary and give intensive regents and NYSESLAT preparation.

We use a variety of instructional strategies and grade-level materials for our ELLs. All teachers use computers, visuals (projectors/Smartboards), and graphic organizers to teach basic writing skills. These materials allow us to scaffold and present materials in a way that promotes academic success for ELLs. Our classroom libraries are also differentiated to meet the needs to all readings levels through an interdisciplinary and cross curricula approach to literacy. Grade level Special Education teachers, ESL teachers, and Literacy Coach/Consultant work collaboratively to utilize the above materials and

## Part B: Direct Instruction Supplemental Program Information

instructional strategies to support the needs of our ELL population to promote academic success.

The targeted intervention services per each content area and per each subgroup consist of content specific afterschool programs, peer tutoring, and Saturday school in ELA and Math. These programs are designated for all subgroups, and focus highly on regents preparation and honing in on individual weaknesses.

The plan for continuing transitional support for ELLs reaching proficiency on the NYSLESLAT exam includes the following legally mandated testing modifications i.e. extended time, specific sections read up to three times and glossaries provided when needed. Transitional ELLs are also invited to attend our ESL and content area afterschool and Saturday programs.

The instructional materials we use include dictionaries, glossaries smart boards, and computers. We use Keys to Learning, Visions, Word by Word and Milestones texts and workbooks which focus on the ESL curriculum and content area material. Native language support is delivered as needed in our program through the use of bilingual dictionaries, peer tutoring, and language packets.

During the summer newly enrolled ELLs are invited to join our Summer Bridge program. This is a high school introductory program where students receive academic instruction in ELA and Math. The students also go on trips and become acclimated with the school environment.

Lastly, all ELLs attend bi-monthly trips that give students the opportunity to engage in hand-ons language development. These trips include cultural celebrations, museums, movie, and theater trips that are aligned to the core curriculum of the school and academically aligned. Students are given Metro Cards and provided with lunch during ELL outings.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The professional development plan for all ELL personnel at our school is ongoing. We have in house workshops and also attend outside PDs provided by the Office of English Language Learners within the Department of Education. The information is then turn keyed by one or more of the ESL teachers to our staff.

The 7.5 hours of ELL training for all staff is achieved through ESL teacher lead professional development

## Part C: Professional Development

and one on one content area ESL teacher meetings during our weekly planning time. In addition teachers have outside opportunities to supplement further ELL training.

### Monday

#### Content Team Meeting- 5th Period

1. Complete all selected domains of the Charlotte Danielson rubric by June 2012.
2. Review updates weekly with team.
3. Review content specific data (including formative and summative assessment, diagnostics, scholarship reports, ARIS/Skedula, and Regents results).
4. Improve teacher practice and academic rigor by looking at curriculum mapping, vertical alignment, CCSL, and UBD planning.
5. Increase communication amongst teacher teams and school community.
6. Increase student achievement and progress toward graduation.

### Tuesday

#### Common Planning Time- 5th Period

1. Align assessment calendar/common exam days.
2. Organize and modify unit pacing based on student needs/outcomes.
3. Assess and realign units based student needs/outcomes.
4. Align assessments to assure that all students are assessed regularly to ensure that classroom instruction is aligned to student outcomes.
5. Differentiate our pacing to meet the needs of all students.
6. Differentiate our instruction to meet the needs of all students.

### Wednesday

#### Individual Planning Time- 5th Period

1. Modify curriculum to meet the needs of ESL, SPED, and bottom 1/3 students.
2. Student/Teacher Conferences and/or extra help
3. Advisor/Teacher communication
4. Parent Outreach

### Part C: Professional Development

5. Differentiate our instruction to meet the needs of a diverse student population.
6. Improve student outcomes/achievement through increase teacher/student communication.
7. Understand the specific academic, social, and emotional needs of your students through Advisors.
8. Improve student outcomes/achievement through increased teacher/parent communication.

Thursday

Grade Team Planning- 5th Period

1. Magic Four/Circle of Support Meetings
2. Use protocols to look at student work in relation to UBD, alignment, skills development, CCSL, and curriculum mapping. (rotating schedule)
3. Town Hall Planning
4. Improve student outcomes/achievement through collaborative communication, goals setting, and proactive intervention.
5. Understand the needs to students by looking at student work in relationship to instructional practices.
6. Increase communication amongst students and provide students with a forum for organized discussion.

Friday

Literacy Planning- 5th Period

1. Design CCLS modules/assessments across all contents related to our school goal of argumentative essay writing. (Students will complete an argumentative essay and one literacy project focused on our school wide theme of 'voice'.)
2. Increase student achievement/outcomes in regards to literacy (reading and writing) while preparing our students for college level writing.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

### Part D: Parental Engagement Activities

Begin description here:

Parent involvement at AOIT can be found largely through the activities conducted by the PTSA and facilitated by the Parent Coordinator. ELL parents are provided with information in their Native language regarding all aspects of community school life. Our Parent Coordinator contacts parents by telephone, mail, telephone service messenger and email on a daily, weekly and monthly basis in regards to upcoming school events.

In order to evaluate the needs of the parents the bilingual parent coordinator holds an orientation for ELL parents where he discusses the school mission, programs, and school's visions. The parent coordinator has an open door policy where he can meet with parents who have any concerns or needs throughout the school year. We also evaluate the needs of the parents by asking them to fill out a survey which includes their interests, Aolt expectations, desired programs, and community needs.

The parental involvement activities will address the needs of our parents. In March we offer English as Second Language Courses and computer application workshops that will run for 13 consecutive weeks. Parents are provided Metro Cards for transportation. In the upcoming year we also are holding the following workshops for parents that will address College readiness. These workshops are as follows: College Awareness, College Exploration and College Preparation.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$2,000	Teacher per-session for after-school and Saturday Programs.  Saturday Parent Institute - teach ESL to second language student's parents. Anticipation of program will begin in March 2012.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional</li> </ul>	\$5,000	Books (including novels, translation edition text books, dictionaries, and work books)

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	\$3,000	Electronic dictionaries, Smart Boards, Lap Tops, iPads
Travel	\$200	Metro Cards for Saturday Programs.
Other	\$1,000	Head phones, food/snacks, Automated Phone Service
<b>TOTAL</b>	<b>\$11,200</b>	