



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: INFORMATION TECHNOLOGY HIGH SCHOOL

DBN: 30Q502

PRINCIPAL: JOSEPH E. REED

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SUPERINTENDENT: TAMIKA MATHESON

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
Joseph E. Reed	*Principal or Designee	
Patricia Lectora	*UFT Chapter Leader or Designee	
Michael Bianco	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Jazmin Johnson Quinton Harris	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Albert Pollard	CBO Representative, if applicable	
Jean Woods	Member/Teacher/Chairperson	
Natalie Hyde	Member/Teacher/Co-Chairperson	
Omar Rivera	Member/Teacher	
Olga Sakhno	Member/Teacher/UFT Designee	
Claudia Manga	Member/Parent	
Jacquelyn Johnson	Member/Parent/Financial Liaison	
Kenneth Pawlukiewicz	Member/Parent/Title I Parent Rep	
Yvette Kemp	Member/Parent/Secretary	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

Annual Goal #1

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

By August 2013, the percentage of students in Cohort O meeting NYS 4-year graduation requirements will be 74.6%

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.

As mandated by NCLB for the revised four-year graduation rate, schools must maintain an increment of $((80 - 74) \times .1 + 74)$. Cohort N achieved a 74% graduation rate; therefore we are required under NCLB to achieve of 74.6% graduation rate.

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) key personnel 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.
 - a) **Transcript Review Committee will review transcripts of all Cohort O students to assure that students are currently enrolled in courses required for graduation. The committee will be composed of the Programmer, Assistant Programmer, and all Guidance Counselors.**
 - b) **At the beginning of each semester, teachers of students in Cohort O will establish instructional goals for each student based on data derived from item analysis of assessments such as diagnostic exams, Regents exams, and PSAT exams to modify instruction to meet the instructional needs as prescribed by the needs assessment.**
 - c) **Beginning September there will be bi-monthly data team meeting to monitor student progress towards graduation. The data tem is composed of (2) guidance counselors, Special Ed teacher and transition linkage coordinator, ESL coordinator, teachers of core content subjects, programmer/assistant programmer, data specialist and assistant principal of guidance. These meetings will continue through June 2013.**
 - d) **The compiled data will be analyzed and disseminated to departments to generate action plans. Teachers will identify struggling students in their classes, consult with content area supervisor as well as students' guidance counselor to generate intervention plan.**
 - e) **Off-track students identified from ARIS progress towards graduation report will receive remediation, tutoring services and credit recovery as by state guidelines.**
 - f) **Meetings for all 12th grade families to communicate graduation requirements and supports in place.**
 - g) **Guidance Counselor meets with individual 12th grade families to discuss child's progress toward graduation and makes concrete plans for AIS.**
 - h) **Teachers will monitor ARIS and JupiterGrades in order to track student progress**
 - i) **Distribution of scholarship reports to appropriate department chairs and teachers.**
 - j) **Teachers will generate intervention plans at the end of each marking period for seniors at risk of not earning a credit**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Communicate daily with parents via the Jupiter Grade which is utilized to monitor attendance and academic performance. A Bi-monthly meeting hosted by the parent coordinator to provide workshops and materials and training to help parents work with their children to improve their achievement level in the core content areas, and meet graduation requirements. Workshops will include grade meetings targeting understanding ARIS data, reading and understanding transcripts, and the importance of college readiness thresholds. Parent coordinator will publish a monthly newsletter which will be posted on the school's website and sent home to parents. Translation services will be offered in house and all Communication will be sent to students' homes in English and home language detailing major events such as regents testing, PSAT, test preparation, and parent meetings. Monthly PTA and SLT meetings will be held.

Budget and resources alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Title I Translation SWP: (\$1,939) Per Session for teachers for translation during Saturday parent meetings**
- **Title III LEP: (\$11,200) Per Session for ESL teachers for after school student tutoring**
- **Tax Levy FSF: (\$1,407) Per Session for Supervisor for Fall Semester after school PSAT Prep program**
- **Title I AIS: (\$7,412) Per Session for Teachers for Fall Semester after school PSAT Prep program**

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

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

By June 2013, the number of students identified as being in the school's lowest third accumulating 10 or more credits will increase by 5%.

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.

Over the previous two years (2010/11-2011/12), the weighted percentage of students *in the schools lowest third earning 10 or more credits in the first (-2.7), second (-13.3) and third (-3.2) year has decreased by 6.5%.* The Data Team has determined that this sub-group is at risk of not making progress towards graduation and determined that there is a need for this group to achieve 10+ credits to move to the next grade level.

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) key personnel 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.
 - a) **All students in each cohort are rank ordered by the composite performance index of the eighth grade NYS ELA and NYS Math exams.**
 - b) **Teachers differentiate their instruction to meet the needs of students. Differentiation strategies and approaches are based on data gathered by standardized assessments, learning styles survey, departmental diagnostics, and teacher generated assessments.**
 - c) **Peer tutoring**
 - d) **Teachers will generate intervention plans at the end of each marking period for students in the lowest third at risk of not earning a credit**
 - e) **Guidance and administration monitor the progress of the lowest third and review scholarship reports at the end of each marking period.**
 - f) **Professional Learning Communities, data inquiry team, grade meetings, departmental and faculty meeting are used to share data, evaluate strategies, develop department curriculum maps, and assess progress. The data utilized include the following: ARIS, assessment item analysis, teacher made assessments, scholarship reports.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents and teachers are informed of the student's reading and math level, goals were created to improve student performance, and the parent coordinator will provide various workshops for parents. Parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their child's individual student goal results and proficiency levels and their meaning, promotion policy and after school and summer programs. The parent coordinator will provide monthly grade meeting and workshops for parents in the following areas: Transcript assessment, Understanding the standardized exams, ARIS training, SAT preparation, and college readiness. There is a

parent contract that provides parents with an understanding of what is expected of them to assist in the success of their children. Jupiter Grades are also made available to the parents to monitor the daily progress and attendance of their children and Open School events are planned twice per school year.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Title III LEP: (\$11,200) Per Session for ESL teachers for after school student tutoring**
- **Title I STH: (\$2,226) OTPS Supplies**
- **VTEA: (\$14,305) Per Session for CTE teachers for curriculum and program development, tutoring, test prep, and WBL**
- **ARRA RTTT: (\$10,800) Teacher Per Session for Data Team members**
- **ARRA RTTT: (\$2,178) Teacher Per Session for Data Specialist**
- **NYSTL Software: (\$6,300) OTPS site license for Castle Learning to supplement differentiated instruction**
- **NYSTL Textbook: (\$3,464) OTPS for classroom libraries**
- **NYSTL Library: (\$5,756) OTPS for classroom libraries**
- **NYSTL Textbook: (\$12,960) Textbooks for Math instruction**

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

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

By June 2013, 80% of students in ELA, Science, and Social Studies will demonstrate progress in citing textual evidence to support their claims and counter-claims aligned to the 2012-2013 Citywide Instructional Expectations as measured by department generated CCLS aligned rubrics.

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.

As report by the College Board, ITHS Cohort P students received a mean score of 36 out of 80 on the Critical Reading section of the 2011-2012 PSAT exam. Additionally, Cohort P students provided 1.2 correct responses out of a possible 5 on Reasoning and Inferencing items on the exam. Reasoning and Inferencing items on the PSAT are aligned with standard RL.9-10.1 of the Common Core Learning Standards as indicated on the College Board English Language Arts Side-By-Side Alignment Table.

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) key personnel 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.
- **Teachers generate department wide diagnostic assessments aligned to the CCLS standards and analyze results**
- **Teachers develop CCLS tasks and units of study to address student performance gaps identified through analysis of diagnostic assessments**
- **Teachers engage students in CCLS aligned tasks and units of study**
- **Teachers engage in lesson study protocol to analyze process and product of CCLS aligned tasks and units of study**
- **Teachers modify CCLS aligned tasks and units of study based on analysis of resulting work of culminating task**
- **Teachers and students conference mid-year to review and revise student goals based on outcomes of CCLS aligned culminating tasks**
- **Teachers repeat CCLS aligned process for Spring implementation**
- **Teachers engage in year-end gap analysis protocol and CCLS share-out**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The parent coordinator will provide on-going workshops on the importance of student progress towards attaining college readiness status. (Have graduated with a Regents Diploma and have met CUNY's standards for proficiency in English and math). Workshops will

include Jupiter Grade, Castle Learning and ARIS training. Guidance counselors will inform parents of PSAT results, student performance, and ELL parents will be provided translation services for all communication. Parental involvement is essential to student success, and parent

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Title I 10% PD: (\$12,046) Teacher Per Session for development of CCLS aligned Task Bundles**
- **ARRA RTTT: (\$10,800) Teacher Per Session for Data Team members**
- **ARRA RTTT: (\$2,178) Teacher Per Session for Data Specialist**
- **Tax Levy FSF: (\$2,428) Per Session for Supervisor of Fall Semester after school PSAT Prep program**

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.

By June 2013, the number of students in Cohort Q scoring 80% or higher on a NYS Mathematics Regents exam will increase by 5%.

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.

Each school is required to meet the EAMO of each cohort as determined by NCLB. As per the 2012 NCLB waiver for NYS, students must achieve an 80% or higher on at least one NYS Mathematics Regents exam in order to demonstrate proficiency and be exempted from Mathematics remediation at CUNY and SUNY institutions.

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) key personnel 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.
- **Teachers administer Mathematics diagnostic assessment and review results**
- **Teachers review item analysis of prior Mathematics Regents exams and mock Mathematics Regents exams**
- **Teachers conference with students to generate goals targeted to specific student needs**
- **Teachers design and implement a variety of approaches and strategies to address various student numeracy needs (CCLS Mathematical practices)**
- **Teachers administer ongoing benchmark assessments to monitor student progress**
- **Teachers continue to conference with students to revise student goals based on results of benchmark assessments**
- **Students will be provided Regents Prep opportunities**
- **Teachers administer predictive assessments to determine current student baseline performance (Acuity Predictive, Mock Regents)**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The parent coordinator will provide on-going workshops to parents, Jupiter grades will inform parents of student progress, ARIS will inform parents of PSAT results, guidance counselors will inform parents of student performance, and ELL parents will be provided translation services for all communication. Parental involvement is essential to student success, and parent involvement will increase once parents are educated as to the use of their children's data.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **ARRA RTTT: (\$10,800) Teacher Per Session for Data Team members**
- **ARRA RTTT: (\$2,178) Teacher Per Session for Data Specialist**
- **NCLB PCS: (\$1,050) Per Session for Supervisor for Spring Semester Saturday Regents Prep program**
- **NCLB PCS: (\$6,776) Teacher Per Session for Spring Semester Saturday Regents Prep program**
- **Title III LEP: (\$11,200) Per Session for ESL teachers for after school student tutoring**
- **Title I STH: (\$2,226) OTPS Supplies**

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.

By June 2013, 90% of the students enrolled in a CTE sequence will successfully complete four NYS units of study in Career and Technical Education.

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.

During the 2011-2012 school year, 220 students in Cohort Q applied for 136 available seats in the various ITHS CTE Academies. This reveals a need for advanced, rigorous technology courses that prepare students to be college and career ready.

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) key personnel 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.
- **Develop and implement clear, concise curriculum maps and syllabi to support each academy.**
- **Describe all procedures and plans for Work Base Learning.**
- **Establish a CTE committee, which meets at least once a month, to address academy issues, develops approaches to improve performance and monitor the school's CTE program approval progress.**
- **Assign an administrator or pedagogue as a coordinator to actively monitor the operation of the CTE program approval process.**
- **Establish an incentive program to recognize and encourage excellence and improved performance and attendance.**
- **Implement Probation interventions for students fall below the program attendance and performance expectations**
- **Host CTE parent orientation to keep parents informed about CTE academy benefits and student expectation before graduation.**
- **Establish a process to ensure effective and regular communication with parents.**
- **Update curricular information, as new technologies are developed to ensure the accuracy and up to date workforce qualifications.**
- **Ensure that teachers have been trained and/or have received information on CTE regulations and procedures.**
- **Promote and organize a Student CTE Fair**
- **Promote and organize a Student CTE Career day**
- **Complete all required documentation for NYS CTE program approval**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parent coordinator will include CTE information and updates in the monthly newsletter which will be posted on the school's website and sent home to parents. The parent coordinator will provide on-going workshops on the importance of student progress towards attaining 90% of students completing a three-year CTE sequence with a 75% grade or better and earn school endorsement for Advance Regents and CTE diploma by the time of graduation.

Communication will be sent to students' homes in English and home language which details major events such as test prep for industry exams, work-based learning opportunities, higher ed articulation, Career Day, and parent meetings. Presentations at monthly PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **VTEA: (\$14,305) Per Session for CTE teachers for curriculum and program development, tutoring, test prep, and WBL**
- **ARRA RTTT: (\$10,800) Teacher Per Session for Data Team members**
- **ARRA RTTT: (\$2,178) Teacher Per Session for Data Specialist**
- **VTEA: (\$1,000) OTPS for Cisco consultant support**
- **VTEA: (\$11,408) OTPS Instructional supplies**
- **VTEA: (\$6,375) OTPS Testing materials**
- **VTEA: (\$4,176) OTPS General supplies**
- **NYSTL Textbook: (\$3,398) OTPS for Computer hardware**
- **NYSTL Hardware: (\$11,052) OTPS for Computer hardware**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	PSAT Prep Regents Prep	Small Group	After School, Saturdays
Mathematics	PSAT Prep Regents Prep	Small Group	After School, Saturdays
Science	Regents Prep	Small Group	Saturdays
Social Studies	Regents Prep	Small Group	Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Stoked Mentoring	Small Group	After School

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Courses are assigned to teachers who hold NYS certification in corresponding content areas
- Title I 5% set aside is utilized to fund tuition reimbursement for teachers listed as Not Highly Qualified in the subject area in which they are teaching
- Special Education teachers are encouraged to acquire a NYS Supplemental Certification in a core content area

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement based upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Information Technology High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including and ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, where appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Information Technology High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
 - a. Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings;
 - b. PTA Executive Board members will be involved with District personnel through the Queens Federation of PTA.
2. Information Technology High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - a. Parent members of the school leadership team will participate in the annual Quality Review;
 - b. Parents will be interviewed as part of the school’s Quality Review;
 - c. Parent surveys will be a vital part of the School’s Progress Report process.
3. Information Technology High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
4. Information Technology High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, (and with the involvement of parents) its parental involvement policies.
 - a. An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.
5. Information Technology High School will build the parents’ capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - i. the State’s academic content standards;
 - ii. the State’s student academic achievement standards;

- iii. the State's and local academic assessments including alternate assessments;
 - iv. the requirements of Title I, Part A;
 - v. how to monitor their child's progress and
 - vi. how to work with educators.
- b. The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - i. Providing parent workshops and courses dealing with computer training;
 - ii. Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.
 - c. With the assistance of the district and parents, the school will educate its teachers, pupil services personnel, supervisors and other staff, on how to reach out to, communicate with, and work with parents as equal partners, reinforce the value and utility of contributions of parents, and implement and coordinate parent programs and build ties between parents and the schools by:
 - i. Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations;
 - ii. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner.
 - d. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - i. school letters are translated and ELL students are provided with native language letters of school events;
 - ii. translation services information are posted in the school lobby in the appropriate native languages.

Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at various times.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

PART IV ADOPTION

Department of Education of the City of New York
INFORMATION TECHNOLOGY HIGH SCHOOL

Joseph E. Reed, Principal

This policy was adopted by Information Technology High School on 01/17/13 and will be in effect for the period of 2012-13. The school will distribute this policy to all parents of participating Title I, Part A children on or before February 1, 2013.

(Signature of Principal)

(Date)

SCHOOL-PARENT COMPACT
THIS ITHS SCHOOL-PARENT COMPACT IS IN EFFECT DURING SCHOOL YEAR 2012-2013

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Chris Groll/Joshua Good	District 30	Borough Queens	School Number 502
School Name Information Technology High School			

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

Principal Joseph E. Reed	Assistant Principal Joseph Attilio
Coach N/A	Coach N/A
ESL Teacher Olga Sakhno	Guidance Counselor Laura Soriano
Teacher/Subject Area Frantz Moise/French	Parent type here
Teacher/Subject Area Liberato Rollon/Special Ed	Parent Coordinator Michelle Solomon
Related Service Provider Natalia Bear/speech	Other type here
Network Leader Joshua Good	Other type here

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	921	Total Number of ELLs	93	ELLs as share of total student population (%)	10.10%
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Part II: ELL Identification Process

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

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

PPart II – ELL Identification Process.

1. When students arrive to enroll in the school, we gather information about home language from the Home Language Survey. New arrivals are given this form to identify what language is spoken at home and in which language the child can read and write. If the form indicates that the child communicates in the language other than English, we administer LAB-R Listening, Reading, and Writing components as well as the speaking interview. If the child is eligible for ESL services, he or she is placed in the program according to his or her level. If the test indicates that the child is not eligible for ESL services, then the child is programmed as mainstream population. In both instances the parents are notified via mail that their child was tested and is not or isn't entitled for ESL services. If the student is coming from middle school or another high school, then they are placed according to their NYSESLAT results from the previous year. If the results are not available, then we use the year prior. In any event all students deemed as English Language Learners are placed in the program according to their level.
2. In the beginning of the school year the ESL department hosts an annual Parent Orientation night. It is held late September. All parents are invited by mail. Invitations to this event are sent at least one week prior to the date. During the orientation the following is discussed: the types of programs available in New York public schools to ELLs, our program, supplemental programs, graduation requirements, English classes for parents. We take the opportunity to introduce the parents to the school community, show our use of technology in the classroom, as well as reinforce the notion of the postulated ubiquity of English.
3. The entitlement letters and the program selections are filled out by parents during the Parent Orientation night. If the parent is not present, the students take the form home to have the parent sign and return it the following day. Program Selection Forms are placed in each child's folder located in the ESL Coordinator's office, room 301B.
4. When ITHS opened its doors in 2003, the parents selected Free-Standing ESL as the number one choice for the ELLs. Every year, as we collect Parent Selection Forms, we see that Free-Standing ESL program continues to be the preference. To reinforce the communication between the parents and the school we provide brochures in Spanish, French, Chinese, Korean, Russian, and Bangla that explain the different programs available in NYC public schools to the parents of ELLs.
5. At this time, of 64 Parent Selection Forms, only one indicated Dual Language Program as the first preference. The family was informed that their choice was not available at ITHS.
6. Our program reflects the parents' wishes to have Free-Standing ESL Program. It is at the request of the parents that we use

English-only instruction.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	15
SIFE	13	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	36

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	37	6	5	20	5	2	36	2	8	93
Total	37	6	5	20	5	2	36	2	8	93

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

C. Home Language Breakdown and ELL Programs

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

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
TOTAL	0																			

**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
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										31	13	8	13	65
Chinese										1	1		1	3
Russian													1	1
Bengali										8	4			12
Urdu											2			2
Arabic										1		1		2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish													1	1
Albanian														0
Other										3	3			6
TOTAL	0	45	23	9	16	93								

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?

1. How is instruction delivered?
 - a. ITHS ESL program is a Self-Contained model. Two full-time TESOL certified teachers deliver ESL instruction to a group of ELLs. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, instead of 540 minutes of Beginner ELL Support, our students receive 642 minutes a week (46 minutes per period * 3 periods a day * 4 days + 90 minutes on Mondays). Intermediate students receive 438 (an additional 78 minutes to the mandated time). Advanced students are in ESL for 214 minutes a week.
 - b. Students are grouped by level, not grade. For example, a class of Advanced students will have all four grades. The work is differentiated along the lines of mainstream need and ability. The students do not travel together but go on to mainstream classes scheduled according to their graduation requirements. Beginners are grouped with Intermediate class and are given additional period of ESL instruction.
2. The staff at ITHS, since the inception of our school, has been making sure that ELLs receive the appropriate amount of ESL instruction time. This year, more than ever, we are meeting and exceeding the mandated time allotted for ELL instruction.
3. Content Area Instruction – LEP students receive content area instruction in the mainstream classroom in English only. However, content area teachers accommodate ELL population as follows:
 - Native Language Support – each content area classroom is equipped with stud guides, glossaries, and vocabularies in many native languages. Each ESL student has a binder-sized Oxford Dictionary.
 - Testing Accommodations – students are given extended time, as well as, the opportunity to use the glossaries.
 - Professional Development – our department hosts a series of presentations throughout the year, covering the topics of language acquisition, learning to learn in a second language, classroom accommodations, scaffolding, and differentiation.
 - On-going ESL Department Support – ESL coordinator has compiled a substantial professional library that is readily available for the teachers' perusal. Collaboration is ongoing.
4. Differentiation of instruction or ELL Subgroups:
 - a. SIFE students (9) were identified immediately. ESL coordinator held conferences with guidance counselors. Transcripts were reviewed and areas of remediation were identified. As a result, the students who are not making sufficient progress on the NYSESLAT scores and/or those who are not meeting grade promotion criteria are offered tutoring, counseling, parental involvement, and Saturday programs.
 - b. The greatest challenge for the Newcomers (0-3 years) remains the ELA Regents exam. The two-day, four-essay examination is very difficult to pass for our ELLs. However, with the help of technology and both teachers, whose specialty is writing, we are hoping to

A. Programming and Scheduling Information

have some students pass the exams.

Strategies taught in ESL classroom that relate to ELA Regents:

- Listening/Reading for information and understanding.
- Note taking; finding textual support; fact/opinion based questions;
- Writing for information, in response to literature, and persuasively.
- Literary elements – figurative language, story elements, genres.
- For 2010-11 school year we have 26 newcomers (27% of the total population)

c. ELLs – 4-6 years of ESL service (25% of the total ESL population).

- Specific areas of need – writing mechanics, essay structure, explicit grammar, new vocabulary acquisition, literary analysis.

d. Long-Term ELLs – (7+ years)

- A third of the ESL student population.
- Many IEPs state that students are not entitled to ESL services – Monolingual/without ESL. Therefore, these students are offered self-contained an/or resource classes as per the IEPs.
- The level of frustration of the Long-Term ELLs is high. For many, English is the only language of communication that they know. However, we have had an intensive NYSESLAT prep in the past that showed that even the most frustrated long-term Ls can show proficiency by following the intensive test prep regimen we offer in the Spring.

e. Students with special needs are serviced in accordance to their Individualized Education Plans. The ESL Department works closely with the Special Education coordinator and guidance counselors comply with mandated services.

5. Specific areas of need that were identified and are targeted throughout the school year.
- writing mechanics, essay structure, explicit grammar, new vocabulary acquisition, literary analysis.
 - Listening/Reading for information and understanding.
 - Note taking; finding textual support; fact/opinion based questions;
 - Writing for information, in response to literature, and persuasively.
 - Literary elements – figurative language, story elements, genres.

6. The ongoing support for the former Language Learners is as follows. Former ELLs are identified by ARIS. All teachers were provided with the list of the students who showed Proficiency on the NYSESLAT. It was states that despite the test scores, these students continue to be English Language Learners. The non-entitlement letters went home along with invitations to Saturday and after-school programs.

7. This year we would like to implement more science and math content into our ESL curriculum. In the past we have concentrated on language learning, literature, and social studies. NYS ESL standards encompass problem solving, cause and effect, and other natural ad exact sciences’ skills. In order to help the students get acclimated in the mainstream science and math classroom, we will teach the skills through science/math content.

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

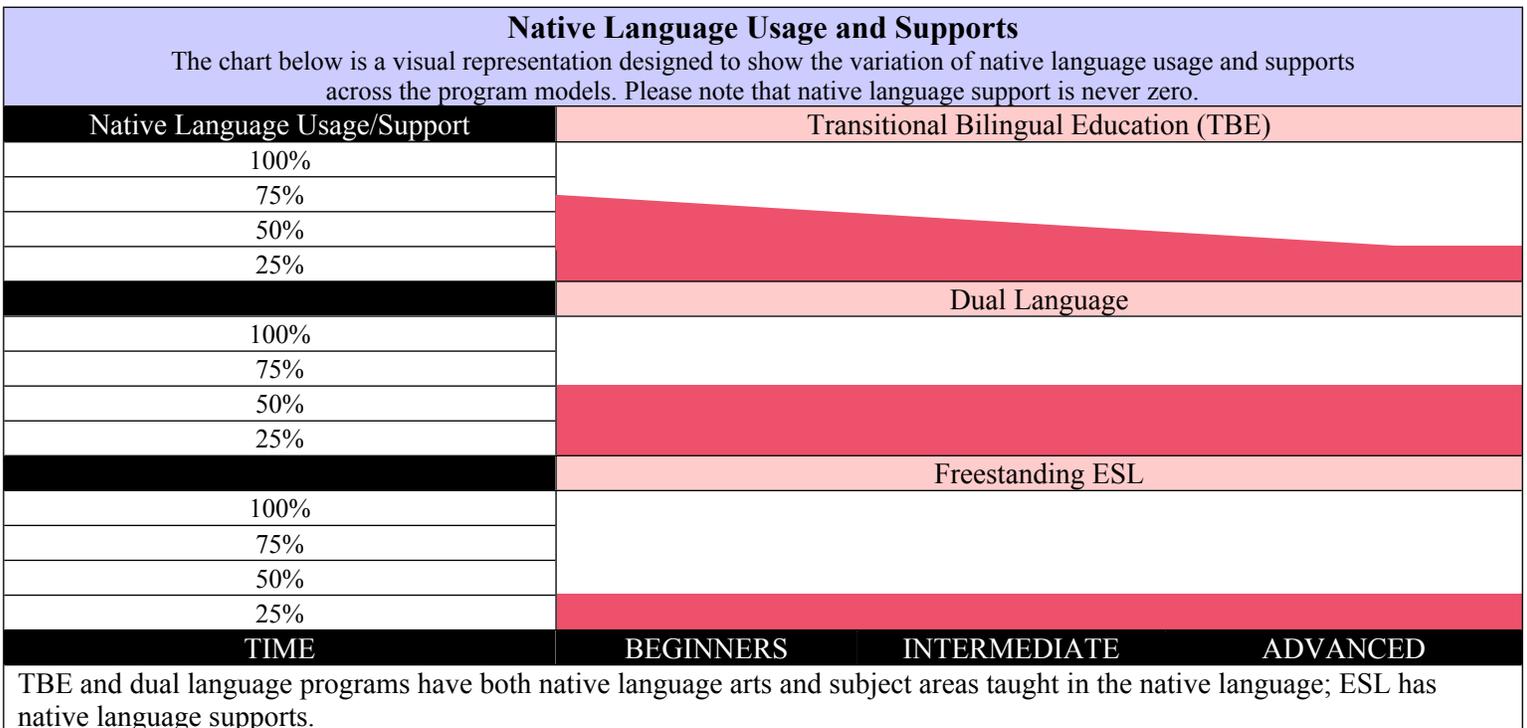
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	

Class/Content Area	Language(s) of Instruction

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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?

8. Due to budgetary constrains, there may be a shortened After-school/Saturday program.

9. ELL students have access to any and all classes, programs, clubs, and services offered by our school. ELL students are welcome to participate in student life such as student government, senior committees, athletics, and sports teams. ITHS has two football teams (varsity and junior varsity), girls' and boys' basketball, volleyball, track, cross-country, fencing, guitar club, ESL tutoring, ESL Saturday, computer club, SAT prep, and Regents tutoring.

10. Instructional materials include:

- Class sets of ESL and Oxford binder dictionaries.
- Spanish-English dictionaries.
- Classroom library (200+ titles) of contemporary, young adult, picture books, and classic adaptations.
- Reference & media materials – magazines, encyclopedias, fact books.
- McDougal Little Bridges to Literature and 9th grade Literature text books with instructional support materials.
- Milestones A, B, C with teacher/student support materials, remediation software, and assessment packet.
- Laptops, headphones, audio books, Internet access, LCD projector, Smartboard, TV/DVD.

11. Native Language is supported by providing glossaries, on-line dictionaries and translations, Spanish titles in the classroom and the school libraries. Students are given the option of taking most of the Regents in Spanish.

12. The required services are age and level appropriate. Students are placed in the classes according to their ESL and grade level.

13. This school year, we have had one new ELL student. She came from Turkey in October 2009 and enrolled in our school immediately upon arrival. We placed her in the ESL class with another Turkish student. She provides the newcomer with native language support. The new student is engaged in a rigorous language immersion course with Rosetta Stone. All teachers were notified of her newcomer's status. She is a low Intermediate student with poor listening skills. Mainstream teachers were made aware that she understands little and needs visual support such as handouts and posters as well as ample time to work with English – Turkish dictionary. The student is not enrolled in ELA class.

14. ELL speakers of Spanish, French, Bengali, Chinese, and other major world languages can take the Foreign Language Regents in lieu of foreign language requirements. If their language is not offered, they have to take two credits of Spanish or French in order to graduate.

15. All support services are age and grade appropriate.

16. When the new ELLs are wnrrolled in the school all staff members receive an email that welcomes the child to the school community from the ESL coordinator. All teachers that the student has are personally informed of the child's English level and first language to ensure the student's smooth transition and classroom accomodations.

17.Spanish

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.

Professional Development in our school is essential as a large percentage of student body is either foreign born, ELL, former ELL, or bilingual. The ESL coordinator has set up a PD schedule that includes the following:

- introduction to the mandates of the ESL program, eligibility, and testing
- description of the ESL programs used in our school
- a tour of ESL methodologies that work in content area with our students
- evaluation of ESL students, including the periodic assessments, Acuity, and the NYSESLAT.
- learning with laptops in a wireless classroom environment
- multimedia and ESL
- differentiated instruction for ELLs in the Content Areas
- the Workshop Model
- PD will be ongoing, consistent, and sustained.
- There will be three PD sessions (60 minutes each) organized each semester in the area of ESL methodologies for the entire school staff.

Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching ELL's. It will also focus on how to prepare ELL's to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops These professional development sessions will be facilitated by school administrators, ESL Coordinator and teachers.

Teachers teaching ELL's will receive 4 sessions of professional development. Topics that will be addressed during these professional development sessions are as follow:

- One professional development sessions will be devoted to Scaffolding across the Disciplines: "Types of Scaffolding as Preparation for ELA Regents".
- One professional development session will be devoted to Differentiated Instructional Strategies: "Grouping by Deficiency to Achieve Proficiency".
- One professional development session will be devoted to the strategies needed to prepare ELL's to meet the state standards and to gain a clear understanding of the NYSESLAT. "April Crunch"
- One professional development session will be devoted to math and science instructional strategies to develop and enhance ESL students' skills and performance on the city and state assessments: "Learning to Learn in a Second Language".

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?

ITHS's Title III program will provide ELL parents/guardians with the opportunity to attend a series of workshops, so that they can better understand the program and assist the children at home. In conjunction with Technology Department, parent workshops will be offered on the following topics:

- Is my Child Learning English? Introduction to the ESL learning standards and NYSESLAT assessment – October Orientation and ongoing parent outreach.
- How can technology help us learn better? Instructional technology is helping students and families stay in touch with advancement of technological society.

Local businesses, community organizations, and agencies that are school educational partners will offer services to the ESL students and their families: informative meetings, health services, internship opportunities, and free/low cost classes for parents of ESL students. The school will be available for the school community to use.

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)										3	2	2		7
Intermediate(I)										16	4	1	4	25
Advanced (A)										23	11	4	6	44
Total	0	0	0	0	0	0	0	0	0	42	17	7	10	76

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B												1	
	I										3	2		3
	A										16	2	1	1
	P										23	13	5	6
READING/ WRITING	B										3	2	2	
	I										16	4	1	4
	A										21	11	4	6
	P										2			

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

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	19		8	
Integrated Algebra	42		25	
Geometry	7		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	2		0	
Earth Science	13		3	
Living Environment	46		18	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	33		9	
US History and Government	19		5	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. ITHS uses standardized tests from middle schools for the incoming freshman and last years' results for the returning students. NYSESLAT results, ELA, Schiencs, Social Studies Regents results are used to determine the level and the immediate academic needs of the students.

One important benchmark for analysis of literacy and English proficiency is the child's latest NYSESLAT score. We use scaled scores and corresponding proficiency levels to determine instructional (and programming) strategies. One pattern that remains in effect is that Listening/Speaking skills are acquired at a much faster pace than Reading/Writing. Cummins (1984) and Skuntaab-Kangas (1979) outlined the disparity in the rate of acquisition of BICS (Basic Intra-Personal Communications) and CALP (Cognitive Academic Language Proficiency). Our ELL population shows that while 48% are proficient in Speaking and Listening, only ONE (1%) child is Reading/Writing proficient. Thus, our main focus remains ACADEMIC LANGUAGE ACQUISITION imbedded in content-based

instruction.

2. First pattern across the grade levels is that we have 11:5 ratio of 9/10 graders to 11/12 graders. There are two reasons for this disproportion. On one hand, by the time an ELL enters 11th grade, he or she will have shown proficiency on his NYSESLAT. We credit our stellar test prep after-school program for this. On the other hand, some ELLs due to lack of language and academic skills, in addition to non-school related issues, fail to accumulate credits and remain in 9 or 10 grade. Grade repeating (26%) has an affect on our instructional planning: the focus is on developing academic and learning skills such as independent reading/reflections, time-managed projects, group assignments, oral presentations.

3. First, since the students are better at Listening than Reading, we encourage and support the mainstream teachers in finding resources that are more conducive to the child's stronger modality. Thus, any audio/visual material, together with assigned readings, is a great accommodation/differentiation tool. Secondly, explicit grammar, writing mechanics, and reading strategies lessons are the foundation of ESL curriculum at ITHS. We reinforce academic content with "breaking down the material", teacher modeling, and level/grade appropriate materials.

4. As we look at last year's Regents results, we can't help but notice the following:

- ONLY ELA Regents test scores show around 50% passing rate for current ELLs. This success is the direct result of programming, staffing, and instructional decisions. The idea was to create an ELA preparation class for ELLs and former ELLs. Taught by an experienced writing teacher, who is well versed in high school and college ESL methodology, and using ESL/ELA NYS Standards aligned resources, students showed progress and took one step closer to completing their graduation requirements.

- Periodic ELL assessment is yet to be administered. Our focus of analysis will be itemization of deficiency in skills ad alteration of explicit instruction based on the needs of ELL population.

. The success of the program lies with the success of the children. Last year, 29% of ELLs showed proficiency on NYSESLAT. 12th grade ELLs are making progress towards meeting graduation requirements. We continue to provide data analysis for English and Social Studies Departments to monitor ELL progress in the mainstream classroom. We have identified a handful of ELLs who are not making sufficient second language acquisition progress as per OELL AMAO #1 and are planning to address the specific learning difficulties with guidance, special education department, and the parents.

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: <u>Information Technology</u>		School DBN: <u>30Q502</u>	
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

School Name: Information Technology

School DBN: 30Q502

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q502 School Name: Information Technology High School

Cluster: 4 Network: 403

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.

DOE data tells us that 57% of the ITHS population comes from Hispanic origin. Additionally, 46% of ITHS students come from homes where Spanish is the primary language spoken. Also, 16% of ITHS students come from homes where languages other than English or Spanish are spoken. All documents sent home are sent in both English and Spanish. There are several bilingual staff members on staff as well. Available languages include: Arabic, Cantonese, Bengali, Italian, French, Spanish, Portuguese, French-Creole, Hebrew, Greek and Russian.

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.

Based on the data from the RESI, 46% of ITHS students come from homes where Spanish is the primary language spoken. Additionally, 16 % of ITHS students come from homes where languages other than English or Spanish are spoken. This information was provided to the SLT via the school CEP.

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.

When in-house staff is available to provide written or oral translation they will be used. Additionally, funds are available via Title 1 Translation Services and TL Translation Services to pay staff members to provide translation outside regular school hours

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.

When in-house staff is available to provide written or oral translation they will be used. Additionally, funds are available via Title 1 Translation Services and TL Translation Services to pay staff members to provide translation outside regular school hours.

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>.

Signs will be posted near entrance in the main office indicating the availability of translation and interpretation services at the school, including the covered language which is Spanish.
Parent Coordinator will distribute Parent's Bill of Rights.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Information Technology H.S.	DBN: 30Q502
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: During 2011-2012 school year the ESL department ran an after-school and Saturday supplemental programs. As we evaluated the performance of the ESL students who participated in one of the ESL supplemental program, we found the following: students' reading scores increased dramatically (ELA & NYSESLAT results), most students either moved up in ESL level or tested out of the program by scoring Proficient on the NYSESLAT. Most students showed impressive results on the Regents examinations and by earning grade appropriate number of credits towards meeting the graduation requirements. As such, our school has decided to fund a strong ESL Title III after school program starting November 2011. This program will provide ELL's with supplemental instruction during after school program.

The After School Program specifically addresses the individual deficiencies students have in English. The After School Program will service approximately 30 students by two certified ESL teacher for approximately 78 sessions. Classes will begin in October and will end in June before the Regents exam week. Students will alternate between the two ESL teachers: one will lead liberal arts tutoring sessions, the other – math and sciences. Areas of concentration include but not limited to: Regents prep, eliminating wrong answers, planning for constructed response, NYSESLAT Prep, vocabulary & grammar development, listening skills, and pronunciation. The program will run on Tuesdays, Wednesdays, and Thursdays, from 2 p.m. to 5 p.m.

There's extensive research that links the skill of reading to academic success. At the request of ESL department, school data specialist provided a list of students (9 & 10 grade) whose 8th grade scores are below grade level. These students are at-risk. Some type of intervention is essential. We will provide the students with remedial reading instruction along side the language learning component.

Our program will also have a NYSESLAT and the Regents prep components.

Supplemental instructional materials, including the use of technology and the wireless mobile lab, will be provided to augment content area instruction. General instructional supplies and computer supplies will be purchased to support the program.

Group size will be maintained at 12-15 students per teacher. Certified ESL and content area teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on Literacy using ESL strategies to help students achieve higher scores on the NYSESLAT and on state assessment exams. General instructional supplies such as

Part B: Direct Instruction Supplemental Program Information

chart paper, markers, and certificates of achievement will be purchased to support the academy.

During the months of December, January, and May the school has content area teachers conduct review sessions for students eligible to take the Regents exams. The sessions in Social Studies, Math, Living Environment, and ELA will be conducted in the presence and with the assistance of the licensed ESL teacher and will be available for all ESL students eligible to take the Regents.

Parents are welcome to learn English alongside their children. They can take advantage of the latest word in language learning – Rosetta Stone and special speech recognition headphones that were purchased for the ESL Classroom. Rosetta Stone is a language-learning program that provides individual, differentiated instruction to emergent language learners. Listening, Speaking, Reading, and Writing for basic intrapersonal communication skills are taught using the language immersion model.

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: Professional development sessions will be absorbed by the school PD (ITHS has a scheduled high quality PD every Monday for 45 minutes) and will not require additional funds from Title III.

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

Begin description here: The ITHS Title III program will provide ELL parents/guardians with the opportunity to attend a series of workshops, so that they can better understand the program and assist the children at home. In conjunction with Technology Department, parent workshops will be offered on the following topics:

- Is my Child Learning English? Introduction to the ESL learning standards and NYSESLAT assessment, new parent orientation and ongoing parent outreach.
- Mid-School Year Orientation – January parent workshop for ESL parents. Parents of the students who attend after-school and Saturday Programs will be updated on their child's academic progress in ESL and content subject areas. We will discuss NYSESLAT and REGENTS preparations that are

Part D: Parental Engagement Activities

going on in the school. Each parent in attendance will receive a custom wall calendar with important dates and events.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		