



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ACADEMY FOR LANGUAGE AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x365

PRINCIPAL: ARISLEYDA A. UREÑA **EMAIL:** AURENA@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

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
Arisleyda Ureña, Principal Jose Viñales, AP Administration	*Principal or Designee	
Claire Brennan	*UFT Chapter Leader or Designee	
Francisco Cruz	*PA/PTA President or Designated Co-President	
Pablo Guzman	DC 37 Representative, if applicable	
Carlos Vizcaino Ana Reyes	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michael Seltzer	Teacher	
Jessica Orban	IEP-Teacher	
Luz Reyes	Parent	
Ana Morillo	Parent	
Clares De Leon	Parent	

** 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

- Curriculum/Rigor of CCSS (Common Core State Standards) and Inquiry Based Learning: All teachers will address and use the CCSS in thematic unit planning to support students in their college and career academic development.

Comprehensive needs assessment

The urgency stems from having our students reaching the 12th grade with gaps in their college academic skills (data collected from SAT, PSAT, Regents Data, and Formative assessments). In addition, the adoption of CCSS in New York State requires effective planning that provides a consistent, clear understanding of what students are expected to learn in school and statewide. The standards require robust and relevant to the real world designs and include established best practices in their acquisition of college academic competencies that students need in order to succeed in college and careers.

Instructional strategies/activities

- Students will track their progress with respect to CCSS-guided skills in DY0-based data portfolios. Teachers will participate in CPT (Common Planning Time) on a daily basis in order to address implementation of the CCSS and share DY0 data. The CPT will also be designated as time for teachers to address literacy and numeracy with an interdisciplinary approach through the planning of thematic units aligned to CCLS and SAT academic skills. Additionally, there will be a 10% increase in the number of 11th and 12th grade students enrolled in the Monroe College Jumpstart Program, and the Lehman College Saturday college prep courses.
- Teachers will be provided with daily mentoring and professional development during Common Planning Time in order to develop best practices for the implementation of Bloom's Taxonomy and CCSS in lesson planning—as well as using the Danielson Framework for Teaching and Learning. In addition, a dedicated Educational Consultant will be scheduled to offer feedback on current practices and future pathways of CCSS alignment and the selected teaching framework.
- In order to include teachers in the decision making process with regard to assessment and evaluation of effective strategies and activities, grade teams will meet during CPT to review interdisciplinary strategies and protocols based on CCSS, Danielson's Framework, and RTI/UDL. Dedicated grade advisors will support each cohort by compiling cohort-specific data to be shared with grade team advisors. The grade advisors will work to support credit and Regent's accumulation, periodic DY0 assessments, PD on thematic development, and AIS for each cohort. The grade advisors will also work closely with school counselors to support these areas of academic progress for each cohort.
- DY0 assessments will take place quarterly as well through Compass Learning. APEX progress will be evaluated and shared with students twice per semester. School-wide PD in monthly staff meetings will allow departments and grade team time to plan together. They will set grade team goals that reflect the CEP goals. Teacher professional development will continue to deepen teachers' understanding of inquiry learning, the Danielson Framework for teaching and learning, and RTI methodology and strategies.

Strategies to increase parental involvement

Parent meetings will be conducted based on criteria for college-readiness. Additionally, parents will be invited to student work and be provided instructional materials for teacherease.com and progress report guides. Time will be allotted during CPT to monitor student progress and schedule phone calls home. College fairs will also take place during the year through the FUTURO Partnership.

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.

 X Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Title I, TL Fair Student Funding

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

Technology and Technology Instruction: All major constituencies, school leaders, and staff, will use technology to scaffold learning for ELLs as well as provide opportunities for credit recovery, scholarship, and college/career readiness.

Comprehensive needs assessment

Technology and technology instruction allows for credit recovery, an increased number of AP courses, and the availability for enrichment courses that contribute to overall scholarship. Technology in the classroom addresses specific needs for scaffolding instruction to ELL's and career training outlined in the CCSS.

Instructional strategies/activities

- Allotted time has been scheduled for students enrolled in enrichment and AP courses through APEX. In addition, Achieve 3000 will be used in order to scaffold reading instruction, while E-chalk supports the reinforcement of basic technology skills in and outside of the classroom.
- In order to facilitate these programs, licenses for Compass Learning and APEX have been purchased. Laptops and Smart-boards have been provided in each classroom and teacherease.com has been allocated for the communication of progress and grades.
- In order to include teachers in the decision-making process, CPT and monthly staff meetings have been scheduled to report findings from teacherease.com and APEX as well as share best practices for effective use of technology in teaching and learning. In addition to shared best practices in CPT, additional technology teachers will be hired, teacher mentors will be provided, and monthly meetings covering topics related to WBL (web-based learning) will be addressed. Certified teachers in technology will be able to provide internship opportunities to students.
- APEX deadlines will correlate to the school calendar and progress checkpoints for credit recovery, AP classes, and enrichment programs will reflect progress reports prior to the distribution of report cards.

Strategies to increase parental involvement

Twice annually at Parent Teacher Conferences, instruction on teacherease.com will be provided at which time parents will have additional use of wired computers.

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.

 X Tax Levy X Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

1.

Service and program coordination

- VATEA, TL Fair Student Funding, Title I

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

- *Academic Intervention Services (AIS)*: Credit Recuperation and instructional programs for target populations will be increased through the development of a needs based and entry point specific instructional programs. Additionally, through strategic and specific academic interventions, Regent's passing rates (+65) will improve by 10%.

Specifically:

- The overall passing rate (65+) for ELA will improve by 5%
- The overall passing rate (65+) for Integrated Algebra will improve by 5%
- The overall passing rate (65+) for Global History will improve by 5%
- The overall passing rate (65+) for US History will improve by 5%.
- The overall passing rate (65+) for Living Environment will improve by 5%

ALT faculty and staff will continue their commitment to character development of the student body through uniform enforcement as well as the reduction of in-class behavior infractions and the number of recorded episodes of tardiness in an effort to create a positive and work-conducive environment in the classroom.

Comprehensive needs assessment

Data compiled by grade advisors highlight the need to put students on track for graduation in each cohort. These forms of data include grades, credits, attendance, and Regent's accumulation. Additional DYO data from teachers highlight RTI (Response to Intervention) within the specific laboratories of each cohort.

Instructional strategies/activities

- In order to facilitate credit recovery, accumulation and enrichment, APEX licenses have been purchased for each 11th and 12th student. Additionally, the Compass Learning web-based AIS reading program will allow students to receive differentiated instruction based on the Common Core Standard they need to develop. APEX licenses will be purchased for credit recuperation and online courses and content. Additional per-session funds will be set aside for teachers to monitor student progress in the APEX program and in the after school Regent's Academy and Saturday Academy.
- English and ESL teachers will monitor students' reading progress through DYO assessments using Compass Learning. In addition to specific academic interventions through APEX and Compass Learning, CPT time will be allocated for interdisciplinary planning and character development through the school's seven values of success. Data driven responses to intervention will include push-in instructors for Regent's based classes that will enable small group and targeted instruction.
- In order to include teachers in the decision making process, teachers will be provided with opportunities to collaborate (CTT) for small group intervention through Blended Learning- ILearn and APEX. Content area teachers will administer DYO assessments, based on CCSS and Regents exams on a quarterly basis. Results from this exam will be aligned with previous Regents scores to measure school-wide progress and inform need-based interventions. These interventions will be additionally guided by DYO data. Students will have online course periods embedded in their daily schedules and DYO data will be submitted to administration quarterly for review and feedback. From these results, strategic student groupings in daily classes, after school tutorials, and Saturday Academies in December, January, May and June will be reconsidered and, if necessary, revised. Individual meetings with teachers, counselors, and other staff will be scheduled accordingly.

Strategies to increase parental involvement

- School leadership team will update parent representatives on academic intervention services on a monthly basis.

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.

 X Tax Levy X Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- VATEA, TL Fair Student Funding

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

Teacher Feedback: ALT administrators will develop a comprehensive and timely system for teacher feedback.

Comprehensive needs assessment

The implementation of Danielson's Framework provides for a necessity of short, frequent cycles of collaborative analysis of student work and teacher performance for timely, specific, evidence-based feedback teachers can quickly implement during instruction.

Instructional strategies/activities

- All teachers will complete a self-evaluation and create year-long goals on the online evaluation system, Halogen.
- Teachers will observe and provide feedback for at least three colleagues in accordance with the Teacher Evaluation Program. Teachers will provide this feedback for each other through Halogen.
- School-wide faculty meetings will be held once a month to address goals for teachers and within the departments, personal PD plans, teacher progress in Bloom's Taxonomy and CCSS and teaching and learning clinics informed by mentors, the principal and educational consultant.
- In order to include teachers in the decision making process, grade teams will meet daily for common planning time to keep current with each other's progress in terms of content, collaboration, use of ARIS, and CCSS, along with the allocation of time for peer-to-peer professional development. All teachers will be provided with an in-depth teaching and learning rubric based on Danielson's Framework that will be used to assess performance that will help aid in the creation of two identifiable professional development goals for the year.
- Each department has established goals that it will meet each unit based upon the school calendar and Bloom's Taxonomies on a rolling basis. Teachers will be provided with formal and informal observation reports after each observation. All teachers have access to ARIS, which will inform DYOs and interventions, progress and work on CCSS and Bloom's Taxonomies.

Strategies to increase parental involvement

Develop a series of workshops with the support of the Parent Association and Administration for Parents to learn about the school's academic expectations as well as the college requirements.

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

- VATEA, TL Fair Student Funding, Title I

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

Teacher Effectiveness for ELA and all subject Areas: The passing rate on the E.L.A. Regent's Exam will increase by 3% for Cohort 2013.

Comprehensive needs assessment

The needs are identified from data generated in the AYP 2010-2011.

Instructional strategies/activities

- Extra AIS classes have been embedded into the students' schedules through the extended day format. Special marking periods have been established in order to extend the number of instructional days as well as the school-wide themes/CCLS of study.
- A grade advisor was selected for Cohort 2013 (see Goal #1 instructional strategies/activities). This member of the faculty was chosen for her experience and expertise. It is the responsibility of grade advisors to monitor and track student progress through the compilation of credit accumulation and Regent's passing rates of individual students in the specified cohort in order to assist content teachers in scaffolding and intervention strategies or approaches.
- In order to include teachers in the decision making process, additional time will be allotted for PD in the content team as well as peer-visitations among content teachers. These interactions will be teacher guided and will provide time for collegial feedback and review amongst teachers. The implementation of the courses will coincide with the school calendar while inter-visitation among teachers will take place during the first marking period.
- Assessment for Learning: A special program and schedule have been allocated for students to monitor their academic progress over time.

Strategies to increase parental involvement

Parents will be mailed Regent's information outlining the schedule and content twice annually. Workshops are provided in order to involve parents in the transcript process and to guide their understandings of competencies in each specific content area.

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

- VATEA, TL Fair Student Funding, Title I

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	All 9 th and 10 th grade students attend special literacy institute classes; 11 th and 12 th grade students receive additional English classes throughout the day. Compass Learning will be used to target specific reading strategies necessary according to the Common Core needs assessment. APEX licenses were purchased for credit recovery for 11 th and 12 grade students.	These classes are divided by gender and by English language proficiency. Students attend small group (15-18 students) sessions that target English reading and writing skills and strategies.	Students will receive additional English and ESL classes during their regular school day. In addition, after school and Saturday classes will be offered throughout the school year.
Mathematics	Compass Learning will be used to target specific math standards necessary according to the Common Core needs assessment. APEX licenses were purchased for credit recovery for 11 th and 12 grade students.	Students will receive small group instruction after school and on Saturdays.	Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday Academies prior to the Regents. In addition, because of our extended-day schedule, all students spend additional periods each week during the regular school day with a certified math instructor.
Science	Compass Learning will be used to target specific science standards necessary according to the Common Core needs assessment. APEX licenses were purchased for credit recovery for 11 th and 12 grade students.	Students will receive small group instruction after school and on Saturdays.	Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday Academies prior to the regents. In addition, because of our extended-day schedule, all students in 9 th - 10 th grades spend additional periods each week during school hours with a certified science instructor.

<p>Social Studies</p>	<p>Compass Learning will be used to target specific social studies standards necessary according to the Common Core needs assessment. ELA, ESL and NLA teachers support history by supporting the content and literacy skills presented in the History Regents. APEX licenses were purchased for credit recovery for 11th and 12 grade students.</p>	<p>Students will receive small group instruction after school and on Saturdays.</p>	<p>During the implementation of our extended-day schedule, all students spend additional minutes each week during school hours with social studies instructors.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counselors may get referrals from teachers, school staff, and class observations about specific student needs. We promote student success, provide preventive services, and identify and respond to students' needs addressing academic, career, and personal/social development. A.L.T. school counselors provide direct services to our students and families, individual student planning services, and preventive and responsive services. Our counseling curriculum:</p> <ol style="list-style-type: none"> 1) Implements developmentally appropriate and prevention-oriented group activities to meet students needs and support school goal 2) Provides leadership and collaborates with other educators to ensure students' academic success 3) Provides individual and group counseling to students with identified concerns and needs 4) Implements effective referrals and follow-up processes 5) Participates in professional developmental activities to 	<p>Students targeted for Academic Intervention Services receive individual, group counseling and class intervention.</p>	<p>At-risk services will be provided to students during the school day.</p>

	improve knowledge and skills. 6) Fosters early awareness and exposure to colleges and careers.		
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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.

NYCDOE teachers meet State eligibility requirements:

- All teachers are schedule to meet daily for Common Planning Time where collaboration, support, and time to reflect on teaching and learning is facilitated
- All teachers, as needed, have the support of having individualized lesson clinics. This clinic is to allow the teacher to work with an instructional specialist to clarify and develop best teaching and learning practices
- Teachers are assigned a mentor teacher that continued the added support on a weekly basis
- Outside consultants are hired to further provide added supports, professional development and feedback to teachers as needed

Describe the strategies and activities including strategies for recruitment, retention:

- Teachers have an open door to participate in leadership teams, create their own programs, the school buys anything needed to support teachers in the classroom, opportunities to participate in meetings with partners, opportunities to attend conferences (paid by the school), and opportunities to attend outside training and receiving training rates
- Teachers are also given the opportunity to manage the hiring process; therefore, teachers are hired by other teachers
- Teachers are also given the opportunity to develop their career interest with the support from the administration

**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) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format and language that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teachers and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester to discuss individual student achievement 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, afternoon or 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 sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cristina Maria Jimenez	District 09	Borough Bronx	School Number 365
School Name Academy for Language and Technology			

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

Principal Arisleyda A. Ureña	Assistant Principal J. Viñales, APO/R. Wasden, APS
Coach type here	Coach type here
ESL Teacher Jason Mount	Guidance Counselor Vacancy
Teacher/Subject Area Julio Alvarado, Science	Parent Alma Fuente, PA President
Teacher/Subject Area Jason Mount, ESL	Parent Coordinator Deborah Mendoza
Related Service Provider Jessica Orban	Other Brenda Daisy, ESL/Lead teacher
Network Leader Cristina Maria Jimenez	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	3	Number of certified bilingual teachers	9	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	9	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	19
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	334	Total Number of ELLs	293	ELLs as share of total student population (%)	87.72%
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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. 

Paste response to questions 1-6 here

Home Language survey and ELL program choice survey are conducted by Ms. Daisy, ESL Teacher, with the assistance of the parent coordinator, Ms. Mendoza, or Mr. Gutierrez, Spanish Teacher, with all potential incoming ELLs. When necessary, Spanish language translation is provided by Ms. Mendoza or Mr. Gutierrez. Ms. Daisy, ESL Teacher conducts the informal oral interview in English with translation provided by Ms. Mendoza or Mr. Gutierrez, and asks students to complete a formal initial assessment in literacy and numeracy. The assessment includes a DBQ and basic arithmetic and pre-algebra and algebra questions. LAB-R is administered within 10 days of admission to new comers (over-the-counter) by Mr. Daisy, ESL Teacher/Teaching and Learning Liaison and Literacy Coach along with the other ESL teachers, Mr. Mount and Mr. Thomson. To determine Spanish language proficiency, Mr. Gutierrez, NLA Teacher, administers the Spanish Lab within 10 days of admission. Students who are identified as ELLs via through ATS (RDGS, RLAT, RNMR) are evaluated annually using the NYSESLAT. Ms. Daisy, ESL Teacher and Testing Coordinator maintains checklists with the names of all students and the four components of the test. As most of our students are ELLs, we run a special schedule for the listening, reading, and writing portion of the tests. As students complete each portion, administering teachers place a "check" on the list. Absent students are then identified and given make-up tests by Ms. Daisy and other ESL Teachers. All teachers are trained in administering and proctoring the NYSESLAT, and all teachers participate in administering the Speaking section over a two-week period, as each teacher is assigned from 15-20 students to test. After we receive the NYSESLAT data, it is evaluated to determine program placement (e.g. the number of hours in ESL classes). Common Planning Time is used among all teachers, on all grades, to monitor language progress for all ELLs. Teachers meet in this capacity daily. Furthermore, to emphasize consistency both on a horizontal and vertical levels, content teams meet weekly to monitor progress among target populations, which include our lowest third in all subject areas. At ALT, all of these students are ELLs. Middle school intake happens yearly for our incoming 9th grade cohort. Students who are matched to our school by OSE come for orientations in late April, June, and August. In addition, the school provides seats in our 9th grade cohort for over-the-counter students, which represent 30 - 50% of the students in the lower grades. During the intake process, a Parent Orientation is conducted by Ms. Daisy, ESL Teacher, Ms. Mendoza, Parent Coordinator, and guidance Counselors. Ms. Daisy explains to parents and students that A.L.T. offers a Transitional Bilingual and Freestanding ESL program by showing them the video explaining the three ELL program choices (in Spanish upon parental request) and by conducting the ELL program choice survey. This Parent Orientation is conducted in English by Ms. Daisy, ESL Teacher with Spanish translation by Ms. Mendoza, Parent Coordinator or Mr. Gutierrez, NLA Teacher. During this orientation Ms. Daisy distributes and collects the Parent Survey and the Program Selection forms as well, with Ms. Mendoza or Mr. Gutierrez providing translation as necessary. Ms. Daisy collects and maintains these forms in the HLIS/Entitlement Letter binder in the main office. Through this process, parents and students who determine that our model is the best match for them enroll in A.L.T. Once enrolled, they are placed in classes which allocate English and Spanish language instruction according to their needs, transitioning fully into English-language classes by the 11th grade, and subsequently into 12th grade, with Freestanding ESL classes. Placement letters are then sent to parents accordingly, with Ms. Daisy providing the information and the English letter to Ms. Mendoza, who completes the translation and sends the letters. Ms. Mendoza, Parent Coordinator and Ms. Daisy, ESL Teacher and Testing Coordinator work together to create entitlements letters each fall based on student performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students). Ms. Mendoza provides the names and the

English versions of each letter. Ms. Mendoza completes the translation and the mail merge, coordinates the mailing of these letters to all parents, and makes copies of each letter. Ms. Daisy files all letters in the HLIS/Entitlement Letter binder in the main office. Proficiency letters are also sent to students who, through the NYSESLAT, pass out of ESL. All students who enter A.L.T. come from Spanish-language backgrounds; however, they are not all ELLs. After our guidance counselor and parent coordinator review the Home Language Survey, and after ESL coordinators conduct the LAB-R and Spanish LAB, students in each cohort are placed into one of four groupings based on language proficiency and parent choice. Students who score advanced or proficient in these assessments are placed in the highest class, which is conducted as a freestanding ESL program, with parental consent. Others are placed by level into one of three remaining classes, all of which are TBE. According to quantitative and qualitative data collected at our school, parents at A.L.T. are overwhelming supportive of the freestanding and TBE choices in our school. In particular, parents of students in the TBE programs have commented in surveys and via direct communication with school administration that they appreciate the TBE model and how it allows for students that arrive with lesser English language skills to gradually transition into academic English. They are also pleased with the focus of instruction: high expectations with high support (scaffolding, tiered instruction, blended learning); emphasis on the four language modalities, etc.

A.L.T. continues to monitor both quantitative and qualitative data in this area. Working particularly with our content teachers, we strive to ensure that all necessary content and skills are given to each student with sound linguistic methodologies. Through our freestanding and TBE models, it is expected that all students will leave A.L.T. with college-readiness for all major academic subject areas in both English and Spanish.

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.

Yes. As described above, according to survey results, our parents have expressed satisfaction in the current ESL program models. That said, to ensure that these models continue, the school will emphasize the needs of these models in its ongoing hiring, programming, and scheduling decisions. It will also incorporate the ESL models in the annual CEP school wide goals. Furthermore, these will be used to carry out professional development for all teachers, new and veteran, with special emphasis given to content area teachers that use both English and Spanish in either the TBE or the ESL freestanding classes.

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

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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										2	1			3

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	3	3	3	11
Push-In														0
Total	0	4	4	3	3	14								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	293	Newcomers (ELLs receiving service 0-3 years)	229	Special Education	3
SIFE	93	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	37	14	0	41	22		0	0	0	78
Dual Language										0
ESL	192	79	2	41	22	1	4	2	0	237
Total	229	93	2	82	44	1	4	2	0	315

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										36	16	0	0	52
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	36	16	0	0	52								

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

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										41	66	85	73	265
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	41	66	85	73	265								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

At ALT, we have several organizational models to deliver instruction. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL or TBE. Next, students with specific instructional needs are pulled out for small group instruction with certified instructors in all content areas. Several teachers also push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance.

A. Programming and Scheduling Information

Students are scheduled for the allocated time as per CR Part 154 for ESL, ELA and NLA classes with licensed teachers in all areas. Specifically, all students in grades 9 and 10 in TBE-allocated classrooms (at all proficiency levels) receive one period daily of NLA instruction (45 minutes/day). In grade 9, even students in Freestanding ESL classrooms receive 45 minutes daily of NLA instruction, thus exceeding this requirement. English language requirements are met for TBE and Freestanding ESL classes through a variety of means. Each grade has both an ESL and an ELA teacher. Both teachers meet with students in regular, 45-minute classes daily. In addition, students are provided with extended blocks (90 minutes) of ESL literacy instruction twice weekly in small-group, gendered settings (opposite gym periods). This occurs at all levels. Thus, requirements for beginner, intermediate, and advanced ESL students are all exceeded. In addition, beginner, intermediate, and advanced students in TBE and Freestanding ESL programs all receive daily ELA instruction (45 minutes/day). Thus, the requirements for ESL/ELA/NLA seat time are not only met for all students, but they are exceeded for many students.

Content:

In science classes, instruction is delivered according to the English proficiency level of each self-contained classroom. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. The remaining 3 grade-level classrooms are categorized as Transitional Bilingual Education and receive instruction in Spanish, which varies from 60-40%, 50-50%, to 75-25% depending on student's levels and yearly progress. When applicable, additional classroom support is given to target students through Pull-Out and Push-In licensed teachers. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Proficiency-based Work Group Collaboratives, differentiated instruction, Bloom's Taxonomy Skill Reinforcement, Technology-rich lessons, Scaffolding, blended learning and Literacy/Modality-based activities.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade, one of four classrooms is ESL Freestanding; one classroom is categorized as TBE; and two classrooms are categorized as beginners who also fit into the TBE model. In 10th grade, three classrooms are TBE and one classroom is Freestanding ESL. In the 11th grade, all three classrooms are ESL Freestanding. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Interdisciplinary units are developed within the grade teams. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology using a blended teaching model.

Literacy support is offered to all students in first and second language classes. ESL and NLA support concepts and skills embedded in ELA Common Core Standards and performance indicators. Content is made comprehensible through various strategies such as scaffolding, sheltered instruction, TPR (Total Physical Response), tiered instruction, and differentiation as it applies to four language modalities (speaking, listening, reading and writing). Students engage in Project/Problem-Based Learning in collaborative projects. In Literacy, all classes are taught entirely in the language of support.

In mathematics, instruction is delivered according to the English proficiency of the classroom. In 9th grade, one out of four classrooms is Freestanding ESL, one classroom is categorized as TBE, and two classrooms are categorized as beginners. In 10th grade, three classrooms are TBE and one classroom is ESL Freestanding. In the 11th grade, all three classrooms are Freestanding ESL. Although students are grouped according to their proficiency in language or the number of Regents exams passed, depending on grade level, the range of students' proficiency in mathematics is broader than other subject areas. This leads to differentiated instruction in each classroom and regularly occurring push-in sessions to meet the needs of all students in all programs.

Students are arranged in both heterogeneous and homogeneous groups according to English proficiency and parental choice. Instructors differentiate by using different tasks, texts, and final products. For example, in Literacy our approach to guided novel reading includes at least three versions of the same text. This allows students to see the text represented in various formats. Students create specific goals for their writing skills, which are updated every marking period, following a formative assessment. These goals are used to create individualized lessons for all students. Students receive additional literacy instruction and practice in Literacy Institute, which is divided by English proficiency level and parental choice. Literacy Institute allows students to practice all four modalities, according to need, in smaller, gendered groups. Held in conjunction with our physical education program, Literacy Institute is a self-contained grouping of students based on level and gender. During Literacy Institute, SIFE are given special instruction via small groupings, differentiation, tiered

A. Programming and Scheduling Information

learning and scaffolded instruction.

Students are evaluated in their native language in several ways in NLA classes and in content areas. Our NLA instructors first use the Spanish LAB as a baseline assessment. Both NLA teachers (Mr. Gutierrez and Ms. Barajas) use a DYO (Design-Your-Own) system of periodic assessment. For example, in 9th grade, Mr. Gutierrez ascertains grade level and Lexile level in the native language by using a computer-based literacy program called Achieve3000. At the same time, reading skills are assessed, including author's purpose, compare/contrast, cause and effect, and so on. This same assessment format is delivered several times each year (one diagnostic, two formative, one predictive, and one summative) to track student progress and identify necessary interventions among subgroups. In addition, AFL (Assessment for Learning) is conducted on a daily basis through a variety of means, including comprehension checks, cold calls, journal entries, and exit slips. Major unit assessments may include essays, projects, quizzes, and tests all in the native language. Bilingual content teachers use the same methods of DYO periodic assessment aligned to Regents and CCSS skills, as well as in-class AFL techniques, tests, quizzes, and projects. Student work is conducted in Spanish and English with an increasing amount of time allocated to English as the school year progresses.

In Literacy, students receive a diagnostic exam in both English and their native language. In the ninth grade, these diagnostics are used to place students in a learning lab suited to their English proficiency. Students receive the required number of minutes in ESL, along with Native Language classes. In the tenth grade, students are prepared for the ELA regents with the expectation that they will pass and have the opportunity to enroll in AP Language classes in 11th and 12th grade. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents take remedial English classes. Students who qualify will take AP English and Spanish classes. Students who are still designated beginners receive double period blocks of ESL in addition to small group instruction in ESL. In 10th and 11th grade, students in need of additional ESL are pulled out for small group instruction. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. ELA is supported by content teachers through literacy strategies and language development. Some content courses are taught using ESL methodology and/or taught based on English proficiency level of class. In 10th grade, periodic assessments that our instructors have designed in line with the ELA Regents are delivered and analyzed in Literacy Institute. Students evaluate their progress and establish and establish individual goals for learning.

As the overwhelming majority of students at A.L.T. are ELLs, there is little conflict between these subgroups and other students in our school. All students in recognized good standing are allowed to participate in after school athletic programs such as our basketball and baseball teams that belong to PSAL. Next year we hope to expand to include Volleyball, Cross Country, and Chess. During the day all students are programmed into art, technology, and language programs. After school music program is also available to all ELLs, supported, in part, by a grant that allowed us to purchase necessary instruments, equipment, and sheet music. Most students are also eligible for our enrichment program sponsored through Title III. This program, which meets after school and on most Saturdays throughout the year, allows students to experience several levels of hands-on academic learning and engagement via various fieldtrips, in-house seminars, and focused PBL learning experiences. Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a SmartBoard, computer with Internet access, and overhead speakers to allow for enhanced auditory learning. Classroom libraries, organized by level are all present in each classroom. Most content area subjects are taught using bilingual textbooks or textbooks in the native language. If appropriate learning materials are not available, all teachers at ALT have access to two copy machines and an ample supply of copy paper so they can quickly reproduce materials that they have created to support instruction. Teachers work in collaborative interdisciplinary teams as well as content teams to come up with ways of amplifying and deepening material for ELLs. For example, our art and technology teachers often use their class time and materials to support learning that is happening in content areas such as science and history. Listening centers are used to give students opportunities to listen to instruction and/or read-alouds regarding their lessons in language and content area classes. This practice will be expanded to include podcasting with a newly purchased, school-wide set of iTouches, classroom computers, and other forms of technology support. This year all ELL students at A.L.T. will be provided with their own computers for instruction support. These computers will be housed in the same self-contained classroom as the students. Furthermore, the school will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students. Professional development will also be given to all teachers so that they can use these instructional materials more effectively for the growth of their ELLs. For example, a small group of teachers will attend several professional development sessions in blended learning this summer and will support the remaining staff as they implement blended learning throughout the year.

ELL Students with Disabilities are supported by our licensed Special Education teacher, Ms. Orban, who attends Common Planning Times

A. Programming and Scheduling Information

in all grade levels where SWDs have been identified. Students receive SETTs pull-out instruction as mandated by their IEPs with Ms. Orban in our designated SETTs room. This room is shared by Ms. Daisy, ELL and Testing Coordinator, facilitating support for ELL SWDs in the areas of Regents/RCTs and testing accommodations. Ms. Orban provides the necessary IEP information to Ms. Daisy, who ensures that teachers administering assessments to ELL SWDs are in compliance with their testing accommodations. Ms. Orban works with the grade teams to determine the best possible time for pull-out; for example, many students are pulled out during the second half of a block period in order to ensure that they receive regular classroom instruction for that class with their peers as well as their mandated small-group setting. Further, Ms. Orban works with teachers of ELL SWDs to identify which modifications on our RTI pyramid have been implemented within the classroom and to move students up the RTI pyramid when necessary. These can include anything from QTEL methodologies, special peer groupings, Cornell Note-taking format, graphic organizers, conferences, or technology such as Brainpop.com, podcasts, or Achieve 3000 in Spanish and English. Teachers differentiate for students by providing grade-level materials (textbooks, articles, websites) but differentiating process, content, or product according to student needs, for example, by allowing oral responses as an alternative to written responses when acceptable. In this way, teachers are able to provide maximum support to ELLs with Disabilities within the regular classroom environment. Furthermore, Ms. Orban works with teachers and students to ensure that DYO (periodic assessment) progress trackers are complete and the students are setting goals based on their strengths and needs. As with all students, ELLs with identified disabilities are placed in the appropriate setting following the intake process described above (HLIS, Parent Orientation/Parent Choice Survey, Lab-R/SpanishLab, Placement Letters, NYSESLAT, continued Entitlement Letters), with the additional layer of a consultation with Ms. Orban regarding the student's IEP. As a final note, because many of the interventions for beginning ELLs, SIFE, and SWDs overlap, Ms. Orban holds AIS periods with small groups of students who many not have IEPs, but who fit another one of the profiles above (beginning ELL/SIFE).

Native Language Arts (Spanish) is offered by certified instructors for at least 50 minutes daily to all students in TBE programmed classes. All required services and support at A.L.T. for ELLs corresponds with their ages and grade levels (9th through 11th grade). In particular, the focus of instruction at A.L.T. is to make students "college and career ready," and this is kept in mind as we make all major decisions at the school. Social services, guidance, and parental support also correspond directly with student ages and grade levels.

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	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

Class/Content Area	Language(s) of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

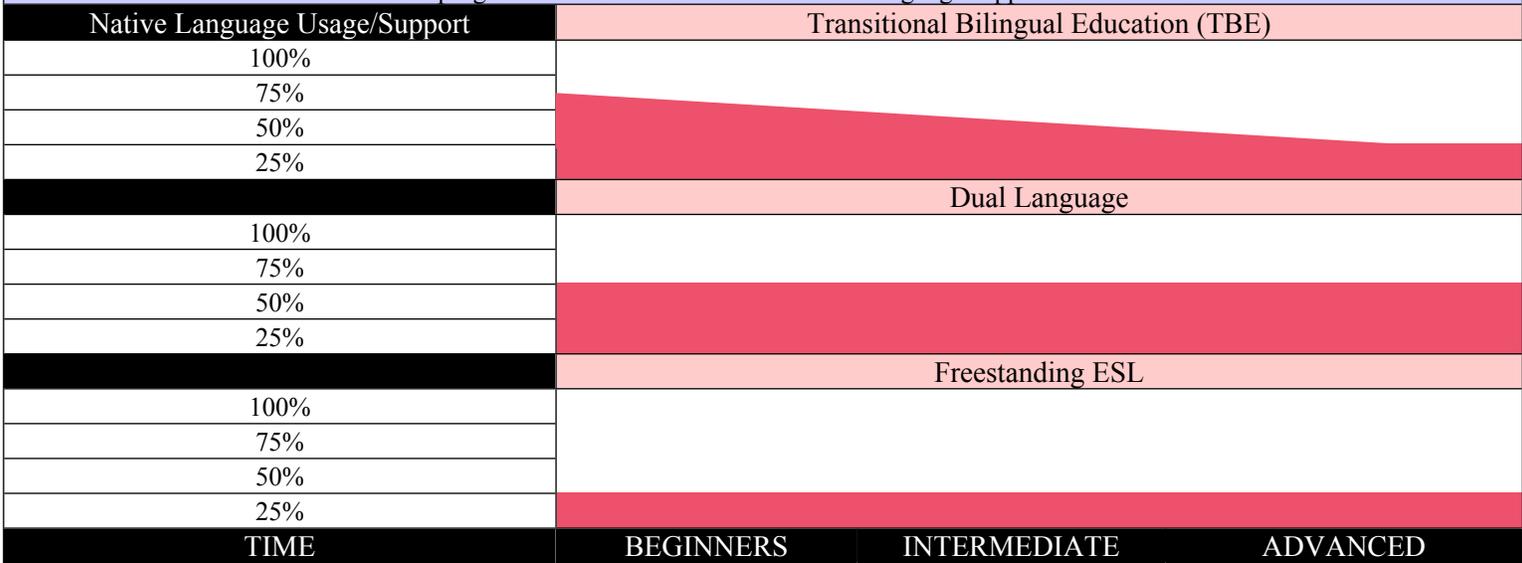
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

At ALT, we have several organizational models to deliver targeted intervention programs for ELLs. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL or TBE. Next, students with specific instructional needs are pulled out for small group instruction with certified instructors in all content areas. Several teachers also push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance. Students are scheduled in the allocated time for ESL, ELA and NLA classes with licensed teachers in all areas.

Content:

In science classes, instruction is delivered according to the English proficiency level of each self-contained classroom. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. The remaining 3 grade-level classrooms are categorized as Transitional Bilingual Education and receive instruction in Spanish, which varies from 60-40%, 50-50%, to 75-25% depending on student's levels and yearly progress. When applicable, additional classroom support is given to target students through Pull-Out and Push-In licensed teachers. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Proficiency-based Work Group Collaboratives, differentiated instruction, Bloom's Taxonomy Skill Reinforcement, Technology-rich lessons, Scaffolding, blended learning and Literacy/Modality-based activities.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade, one of four classrooms is ESL Freestanding; one classroom is categorized as TBE; and two classrooms are categorized as beginners who also fit into the TBE model. In 10th grade, three classrooms are TBE and one classroom is Freestanding ESL. In the 11th grade, all three classrooms are ESL Freestanding. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Interdisciplinary units are developed within the grade teams. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology using a blended teaching model.

Literacy support is offered to all students in first and second language classes. ESL and NLA support concepts and skills embedded in ELA Common Core Standards and performance indicators. Content is made comprehensible through various strategies such as scaffolding, sheltered instruction, TPR (Total Physical Response), tiered instruction, and differentiation as it applies to four language

modalities (speaking, listening, reading and writing). Students engage in Project/Problem-Based Learning in collaborative projects. In Literacy, all classes are taught entirely in the language of support.

In mathematics, instruction is delivered according to the English proficiency of the classroom. In 9th grade, one out of four classrooms is Freestanding ESL, one classroom is categorized as TBE, and two classrooms are categorized as beginners. In 10th grade, three classrooms are TBE and one classroom is ESL Freestanding. In the 11th grade, all three classrooms are Freestanding ESL. Although students are grouped according to their proficiency in language or the number of Regents exams passed, depending on grade level, the range of students' proficiency in mathematics is broader than other subject areas. This leads to differentiated instruction in each classroom and regularly occurring push-in sessions to meet the needs of all students in all programs.

Because we are a high school for ELLs, almost all students who achieve "Proficient" on the NYSESLAT will be entitled to ELL accommodations for the remainder of their high school experience. These students continue to benefit from the same high level of support that is offered to all of our ELL students, while also enjoying opportunities (as with intermediate and advanced ELLs) to take challenging classes such as AP Spanish and AP English. Students in grades 11 and 12, including those who are deemed English Proficient, enjoy access to a bilingual college counselor who conducts college prep sessions several times each week with senior students and schedules regular information sessions with parents in Spanish. Students also continue to receive instruction by teachers who are trained in ELL scaffolding methodologies, even in the content areas, although teachers strategically remove these scaffolds as appropriate throughout the 12th grade year in order to prepare students for a more independent postsecondary learning environment. In addition, this instruction is primarily in English with a small amount of Spanish-language support as literacy demands increase to the highest level of rigor. Finally, students continue to receive all mandated accommodations for formal testing. In the case of Regents, this includes time and a half as determined by the principal, access to English and Spanish copies of exams, oral translations when written translations are not available, and bilingual dictionaries with direct translations of words only. In the rare case that a proficient student is no longer entitled to accommodations, Ms. Daisy, ELL and Testing Coordinator, informs teachers and exam proctors to prepare students accordingly to complete their formal assessments entirely in English, without a dictionary, and in the regularly allotted time.

Students who are recognized SIFE receive additional support in the Academic Intervention Academy and the Literacy Institute. In addition, content teachers provide regularly scheduled pull-outs with these students and after school tutoring. Teachers also meet in content inquiry teams and grade teams to discuss these students' needs, strengths, weaknesses, and progress and determine effective teaching strategies. Interdisciplinary units have been developed to aid SIFE.

Students are arranged in both heterogeneous and homogeneous groups according to English proficiency. Instructors differentiate by using different tasks, texts, and final products. For example, in literacy our approach to guided novel reading includes at least three versions of the same text. This allows students to see the text represented in various formats. Students create specific goals for their writing skills, which are updated every marking period, following a formative assessment. These goals are used to create individualized lessons for all students. Students receive additional literacy instruction and practice in Literacy Institute, which is divided by English proficiency level. Literacy Institute allows students to practice all four modalities, according to need, in smaller, gendered groups. Held in conjunction with our physical education program, Literacy Institute is a self-contained grouping of students based on level and gender. During Literacy Institute, SIFE are given special instruction via small groupings, differentiation, tiered learning and scaffolded instruction.

In Science, SIFE are promptly given diagnostic content tests to gauge target areas. After-school and weekend tutoring services are then provided to strengthen weak content-area knowledge. Further, content area teachers collaborate with Pull-Out/Push-In teachers to further enhance content support.

In Math, SIFE are placed in the same learning environment according to their needs in math. After-school tutoring for the target population will include SIFE students that need intense intervention to advance them to the current level of instruction. Scaffolds are used on a daily basis in teacher-directed instruction, differentiated activities and worksheets, and during after-school tutoring. The Pull-Out method, when necessary, is used to give students a smaller student-teacher ratio and support their needs. When the Push-In method is used in mathematics classrooms, one of the teachers will provide extra support for SIFE students during the lesson.

In Literacy, students receive a diagnostic exam in both English and their native language. In the ninth grade, these diagnostics are used to place students in a learning lab suited to their English proficiency. Students receive the required number of minutes in ESL, along with Native Language classes. In the tenth grade, students are prepared for the ELA regents with the expectation that they will pass and have the

opportunity to enroll in AP Language classes in 11th and 12th grade. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents take remedial English classes. Students who qualify will take AP English and Spanish classes. Students who are still designated beginners receive double period blocks of ESL in addition to small group instruction in ESL. In 10th and 11th grade, students in need of additional ESL are pulled out for small group instruction. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. ELA is supported by content teachers through literacy strategies and language development. Some content courses are taught using ESL methodology and/or taught based on English proficiency level of class. In 10th grade, periodic assessments that our instructors have designed in line with the ELA Regents are delivered and analyzed in Literacy Institute. Students evaluate their progress and establish and monitor their goals toward success on this end-of-year exam.

In math, 9th grade students are taught in their native language. As students progress, native language supports are gradually withdrawn to accommodate students' growing English proficiency levels. By 11th grade, students are expected to learn at the regents level, in English.

In Science, three of the four 9th grade classrooms receive instruction in their native Spanish language. Only one of the four classrooms receive instruction primarily in English with extensive Spanish support; that is, materials as well as lessons are presented in both languages simultaneously. Additional support materials consist of distributable lessons in the native language as well as online materials; these items are made available early and consistently throughout the semester to this one classroom. Teachers provide continuous periodic assessment (diagnostic, formative, summative, and predictive exams) to help focus and gauge the effectiveness of content, language, and critical thinking skills acquisition. Similar to the techniques used by the Mathematics Department, the Science department gradually increases instruction in English during the second year of secondary education as dictated by English proficiency levels. By the third year of secondary education, students are expected to absorb, be engaged, and respond to lessons, activities, and written work requests primarily in English.

Students who have been receiving long-term ELL services are placed in classes created to meet their needs. They receive longer periods of Literacy and core content classes with a low teacher-to-student ratio. Many of these students become members of inquiry team target populations, where teachers can focus on their specific learning needs and create intervention strategies to meet their needs.

Students are homogeneously grouped and receive additional support through double blocks of English, small group instruction, pull outs, co-teaching, after school tutoring, summer enrichment, and a Title III-funded Saturday program. These students will be monitored via data from several sources (periodic assessments, scholarship, credit accumulation, and so on) to check the progress they are making and to address their needs. Tutoring is prepared based on individual needs of students. Students are expected to complete the requirements for graduation within four years of secondary instruction at A.L.T. Students who require additional support will be provided such support in the effective learning environment to which they are accustomed at A.L.T.

For our long-term ELLs, we have continued to differentiate according to the students' specific literacy deficiencies and strengths. While some long-term ELLs have received small group, specialized instruction, others continue with mainstream ELA courses. We continue with our literacy practices and uphold high expectations, but also uphold the specific requirements for IEPs. For our special needs students, we have a special needs teacher who supports and enriches students' learning based on their individual IEP. She meets with them three times per week and utilizes hands-on activities, manipulatives, visuals, and other appropriate, differentiated scaffolds in order to accommodate all types of learning modalities. The Science department members quickly share all learning materials with the special needs teacher to also complement and enrich the learning for students with IEPs.

Targeted interventions programs for ELLS in ELA, math, social studies and science include regularly scheduled pull-outs for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these pull-outs are conducted in Spanish with English language support, depending on the needs of the students and the language in which the summative assessment will be given. In math and social science, certified teachers have been scheduled to regularly push-in and support students who are in need as identified by content area teachers. In these subject areas, this occurs at least once a week throughout the year. Finally, our Literacy Institutes allow for opportunities to further accommodate students by proficiency level and gender. Students who have reached proficiency on the NYSESLAT continue to learn from content area teachers capable of bilingual instruction when necessary. Furthermore, they are given support in advanced AP courses, SAT and college preparation courses, online credit recovery courses through APEX, etc. Per our professional development programs for all teachers, scaffolded instruction is provided to proficient students as they deepen their understanding of content areas in English.

Next year A.L.T. will continue the implementation and development of its integrated technology courses offered through National Academy Foundation (NAF), supported by a Cisco certification program in Networking with CTE, with the support of VTEA funding through CTE. In blended learning environments, students and teachers will use technology to expand upon our current applications of scaffolding and PBL (project/problem-based learning). In addition, we are a designated blending learning site through iLearnNYC, a DOE program which provides funds and support for online and blended instruction through programs such as APEX.

A one-week orientation for new ELLs is conducted every August at A.L.T. One-day orientations are also offered for students and parents throughout the spring. During these orientations, students and parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic comportment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online communication tools (school web site and grade/progress tracker). These skills are further developed with a series of workshops for parents offered by the parent coordinator and guidance office. Once students arrive in September, the 9th grade cohort, in particular, conducts a series of grade-level "town meetings" to further help the students understand the overall academic, college and career readiness expectations and daily routines (character development--7 values of success) of the school. For the most part, these meetings are conducted in Spanish so that students have greater access to the information.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

All faculty and staff benefit from a sustained professional development program that begins with an August PD before the school year commences and includes daily Common Planning Time for teachers facilitated by Assistant Principal Russell Wasden. In addition, teachers meet as a full faculty and in content areas on the first Wednesday of each month. Our support staff meets several times each week for professional development and to refine systems to ensure the success of their work. All of these initiatives are further explained below.

As all teachers and support staff at A.L.T. work primarily with ELLs, professional development for ELLs is on-going and differentiated depending on staff experience and needs. Thus, all teachers and staff are considered ELL personell. First, the school offers a week-long in-house professional development week in August that focuses on scaffolding, tiered instruction, and language amplification for content area teachers. Assistant Principals, secretary, guidance counselors and Parent Coordinator attend portions of these sessions as they are relevant to their duties. New teachers and staff, in particular, are required to attend this conference; experienced teachers and staff are strongly encouraged to attend. Topics covered include scaffolding for ELLs, the school's mission and vision, Design Your Own Periodic Assessments, using data, creating print-rich environments, the school's mission and vision as an ELL school, and so on.

Throughout the year all teachers are offered support through Lesson Clinics with coaches, team leaders and/or administrators trained in ELL methodologies. For teachers new to ELLs, these clinics happen at least weekly; some teachers receive more attention if necessary. Experienced teachers meet periodically with coaches, team leaders, and administrators, but are generally supported and lend their experience through interdisciplinary Common Planning Time and in school-wide content meetings--to address topics around CCSS, Language Development, Quality Curriculum, Data, and Scaffolding strategies. All teachers are given several formal and informal observations each year from administration. When these observations occur, administration uses a "Walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations.

All teachers meet daily in Common Planning Time and Content Team Meetings, with Assistant Principals, Guidance Counselors, and Parent Coordinator present as necessary. During these meetings, teachers are given opportunities to brainstorm and work together on various issues regarding the ELLs in their classrooms. Together they create and monitor strategies for improvement. These heterogeneous teacher groupings give new teachers specific opportunities to interact with experienced ESL instructors. Through this informal interaction, new teachers have been known to quickly acquire many advanced skills needed to support learning for ELLs. Peer-to-peer observations also occur regularly at A.L.T. During these observations, teachers examine the way they are collectively meeting the needs of ELLs in their classrooms. Teachers often use the same walk-through tool that administration uses, but it may be modified by content teams to focus on a particular area of instruction. They observe and evaluate scaffolding techniques and other forms of differentiated instruction. After the mutual observations they confer to find ways to further enhance their instruction.

Most literacy teachers of ELLs, as well as teachers in every content area, have attended a week-long training in QTEL, Quality Teaching of English Learners. Offered through the NYC DOE and West Ed, QTEL offers a variety of training sessions for ELL teachers in the foundations of quality ELL instruction for intermediate and beginner ELLs, as well as best-practices in content instruction for ELLs. Finally, to support our new NAF/CTE/Online Courses initiatives in technology, several teachers have attended professional development sessions in the area of instructional technology. These sessions occurred continue this summer and have culminated in the opening of our NAF Academy of Information Technology, our Cisco certification program through CTE, and our blended learning instructional program.

Support staff (Ms. Mendoza, Parent Coordinator; Mr. Guzman, School Support; Mr. Guerrero, Technology Assistant and Support Staff; Guidance Counselors, and office staff including Ms. DelaCruz, attendance; and Ms. Santos, Secretary) attend meetings with the Principal and/or Assistant Principal several times each week regarding items such as attendance procedures and interventions, effective and professional communication, detention procedures, uniform compliance, lunch procedures, and arrival/dismissal. In these meetings, support staff target areas in need of improvement and devise systems to address problem areas. One or two members of the faculty may be asked to attend if the issue is relevant; in which case, these faculty members inform other faculty of any changes in procedure that may

involve them.

Again, as all personnel at the school are ELL personnel, all PD centers around the needs of our ELL population for all students and well exceeds 7.5 hours. All of the professional development initiatives above (CPT, weekly lesson clinics, content meetings, monthly full-faculty PD) center around meeting the needs of our ELL students. Thus A.L.T. is in full compliance with the Jose P. mandate.

Finally, in terms of support for ELLs who are transitioning to the next level (postsecondary education), our Guidance Counselors and College Counselor are bilingual in English and Spanish and provide support to all students and parents in Spanish when necessary. Students receive 90 minutes weekly of College Prep classes throughout their 11th grade year and in-class as well as individual college counseling sessions with our College Counselor in 12th grade. Specifically, our College Office supports students and parents with with college applications, SAT Registration, and completing the FAFSA. Our partnerships with NAF/CTE and iLearnNYC support our students as they transition to the next level (postsecondary education) through internships, AP Classes, and PostSecondary Articulation Agreements (such as that with Monroe College, which is currently under development).

E. Parental Involvement

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

Paste response to questions 1-4 here

Almost all of our students are ELLs or former ELLs still eligible for support, and their parents are actively encouraged to become involved at the school. As a school for Spanish-speaking ELLs, most of our faculty and staff are bilingual, so all of the following events take place with a high level of Spanish support and materials are always offered in both Spanish and English. If in the future we will be receiving students over the counter speaking low incidence languages, then we will be reaching out to the Office of Translation and Interpretation Unit for support.

Our parents are initially introduced to the school prior to the commencement of their child's first year through the intake Parent Orientation, which takes place during the summer. Parents and students attend several orientation sessions, prior to September, which outline the expectations of the school, as well as programs offered. Orientation sessions for parents of newcomers, as described above in the ELL intake process, take place as needed throughout the fall. Throughout the school year, ongoing Parent Association meetings and workshops are conducted by our Parent Coordinator. Topics may include how to support students with homework, understanding graduation requirements, and preparing for college. Parents are represented on teams such as the School Leadership Team and are involved in initiatives such as NAF/CTE and in the Comprehensive Educational Plan. Parents who take a leadership role are sometimes invited to and attend staff retreats.

Parent participation at our Parent-Teacher conferences is relatively high, usually around 75%. Parents are taught how and encouraged to monitor student progress through our online gradebook, TeacherEase as well as ARIS; for additional communication they are given access to the school website. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. We partner with several agencies that provide support to our parents. Parents benefit from our relationships with Donar (Services for Latino Families), as well as Alianza Dominicana Inc. (Dominican Alliance), a community organization that offers family outreach, workshops, and other services to families. Representatives from these organizations may be invited to attend and conduct Parent Association meetings and workshops; alternatively, parents may be sent to attend meetings or workshops at these organizations as needed. Our Parent Coordinator evaluates the needs of parents through monthly meetings, surveys, mailings and other correspondence in both English and Spanish. The Executive Board of the Parent Association maintains ongoing communication with parents from each grade, and Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. As a result of this active engagement and parental surveys, we now offer evening ESL classes for parents. Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. Every year, based on parent needs, we develop more support systems for parent-teacher conferences with full engagement from the Parent Executive Board.

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)										49	41	13	2	105

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										17	37	38	24	116
Advanced (A)										4	4	12	13	33
Total	0	0	0	0	0	0	0	0	0	70	82	63	39	254

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										31	26	8	2
	I										21	38	34	15
	A										12	15	15	12
	P										6	4	6	10
READING/ WRITING	B										44	35	8	0
	I										22	43	38	23
	A										2	3	16	14
	P										2	1	1	3

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	295		113	
Integrated Algebra	55	222	45	124
Geometry	59		31	
Algebra 2/Trigonometry	21		11	
Math				
Biology				
Chemistry				
Earth Science	20	71	15	53
Living Environment	12	135	6	95
Physics				
Global History and Geography	30	433	12	158
US History and Government	100	55	64	36
Foreign Language		38		37
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	15	76	116	60				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Grade teams and content teams examine data of subgroups to make instructional decisions. Our LAB-R findings indicate that almost all students enter at the beginning level. However, we see a slight correlation between high levels of Spanish-proficiency as indicated by the Spanish lab and slightly higher reading and writing abilities in English on the Lab-R. In general, these students with higher proficiency in the Native Language progress more quickly in English according to the NYSESLAT and other measures (DYO, ELA Regents). These relationships seem to hold to literacy in Spanish and English; students who are highly literate in both languages sometimes retain a lower level of proficiency in speaking. Students with higher levels of NL proficiency receive target interventions in class, may attend a higher level literacy institute, and may be transitioned into a TBE learning laboratory with a higher percentage of English usage more rapidly.

In general, we see a gradual growth in proficiency from 9th grade to 11th grade. In 9th grade, most students are beginners. This number reduces in 10th grade, and reduces even further in 11th grade so that most students are intermediate, advanced, and proficient. Additionally, our data reflects our intake from year-to-year. Cohorts with a higher number of newcomers (such as the 10th grade, above) demonstrate higher numbers of beginner students at the end of their first year. Our early emphasis on reading and writing is apparent through the rapid increase in these scores through the 9th and 10th grades. Our Inquiry Team work in literacy in these grades impacts these results so that by 9th grade, more students are intermediate, advanced, and proficient. College Prep work will be implemented even earlier in coming years (periodically in 9th and 10th grades) to move students as quickly as possible into academic proficiency in English reading and writing. Our Blended Learning initiative will help us to use technology to increase student proficiency in all modalities, but particularly in listening and speaking. Our ELLs have a high record of success on the ELA Regents, and exam taken entirely in English with English/Spanish dictionary support. In the spring semester of their 11th grade year, only 14 students have yet to pass this exam. Students choose to take tests in the language in which they are most comfortable, which is generally Spanish. Due to the small number of ELLs taking tests in English, it is difficult to determine that there is a significant pattern that emerges. However, results of tests taken in the native language are promising. More students demonstrate higher reading skills on the ELE (Spanish-language exam). We use what we know about literacy in the native language and in English to inform programming and instructional decisions. Specifically, Grade Teams in CPT (heterogeneous teachers of Literacy and Content) disaggregate data according to NYSESLAT proficiency, gender, LTE status and SIFE status to make decisions such as seating charts, AIS, after-school and Saturday tutoring, and in-class differentiation.

This year, we have chosen to implement DYO Periodic Assessments instead of the ELL Periodic Assessments. Our English literacy teachers have created DYO Periodic Assessments this year which are aligned to the ELA Regents but provide scaffolding for ELLs at different levels. Teachers keep periodic assessment folders for each student. In Literacy Institute, students review the results of each assessment and record their scores on each area of the ELA Regents writing rubric so that they can track their progress over the year. Students reflect on their progress and set goals for improvement. Teachers intervene when students fail to meet goals with after-school tutoring and Saturday academy. We evaluate our goals regularly through student progress reports and periodic assessments. In addition, we identify and monitor academically at-risk students each marking period through our Academic Learning Support Unit. Students are identified as being at-risk based on classes failed, credit accumulation, attendance, and regents accumulation. Interventions are implemented based on need. As we evaluate the success of our programs in an ongoing way, we also make changes to pull-out/push-in schedules, schedules and programs, and after-school or Saturday programs. Native language is used in a variety of ways. Assessments and

instruction are conducted entirely in Spanish in NLA classes. In the early stages of TBE, teachers emphasize the native language in both assessment and instruction, while incorporating English as well. For example, students may be given a regents-based periodic assessment in Spanish, but they may be asked to reflect on their data and set goals in English. In the later stages of TBE and in Freestanding ESL, native language is used by bilingual teachers as a support (for example, workbooks in Spanish for some students as needed), while the emphasis of class-wide instruction is on English.

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:

Academy for Language and Tech

School DBN: 09x365

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arisleyda A. Ureña	Principal		1/1/01
Russell Wasden	Assistant Principal		1/1/01
Debra Mendoza	Parent Coordinator		1/1/01
Jason Mount	ESL Teacher		1/1/01
Alma Fuentes	Parent		1/1/01
Joel Gutierrez	Teacher/Subject Area		1/1/01
Julio Alvarado	Teacher/Subject Area		1/1/01
Brenda Daisy	Coach		1/1/01
	Coach		1/1/01
Vacancy	Guidance Counselor		1/1/01
Cristina Maria Jimenez	Network Leader		1/1/01
Claire Brennan	Other <u>ELA Teacher, UFT Rep</u>		1/1/01

School Name:

Academy for Language and Tech

School DBN: 09x365

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jose Viñales	Other <u>AP Administration</u>		1/1/01
Rafael Vargas	Other <u>History Teacher</u>		1/1/01
Stephanie Darrow	Other <u>ELA Teacher</u>		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x365 **School Name:** Academy for Language and Technology

Cluster: IV **Network:** 406

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.

We only have to translate from English to Spanish. We do the translation in-house without a problem. Our school is for ELL families of Spanish background only.

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.

All of our students and families are of Latino background; therefore, we only have to translate from English to Spanish. We do the translation in-house without a problem. Our school is for ELL families of Spanish background only.

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.

Due to the fact that all of our families are of Latino background, we continue to translate all the document we share with our families: letter, calendars, report cards, etc.

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.

The capacity of our organization to translate in Spanish is 100%. We have the ability to conduct meetings and conversation in both languages: English and Spanish.

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

The capacity of our organization to translate in Spanish is 100%. We have the ability to conduct meetings and conversation in both languages: English and Spanish. If there was ever a situation that a family with a language other than English and Spanish was to come to our school, we will immediately reach out to the office of Translation and Interpretation services. Academy for Language and Technology is in full compliant of CR A-663 which includes but are not limited to distributing Parents Bill of Rights as well as having all necessary signs and posters distributed on school site.

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: Academy for Language and Tech.	DBN: 09X365
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 85
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 type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 2
of content area teachers: 6

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:

Objective:

We are a conceptually consolidated school. Title III monies will be used to pay teachers per-session:

After-school 4 teachers, 2 hours (from 4-6 p.m.) at 15 sessions (TBT)

Saturdays 7 teachers, 5 hours (from 9-2) at 15 sessions--starting December 17th, 2012 to June, 2013

If we exceed the allocated amount as a conceptually consolidated school we will be commingle other funding sources. 2 State certified English teachers; 2 State certified ESL teachers; 1 State certified Science; 1 State certified mathematics teacher and 1 State certified Bilingual History teacher.

Students from mixed grades (9-11) involved with this program will leave with improved literacy and numeracy skills in both English and Spanish with priority given to beginning ELL students who need enrichment and extended time outside of their regular classroom schedule. They will make use of travel within New York City to Lehman College Science Laboratory, The Museum of Natural History, and The Laser Academy at Queens college to walk away with a richer understanding of science, math, history, literature and technology, and how each of these disciplines work together to create something that has played an integral part of the human experience that additionally builds on their educational experiences.

Rationale:

ALT serves a large number of ELLs, many of whom are recent immigrants, SIFE, and/or Long Term ELLs. Research has proven that strategic, theme-based programs benefit students in these situations by providing them with structure and scaffolding not always found in standard curricula. These types of programs are also known to strengthen and support what is being taught during the regular school day particularly when a strong emphasis is placed on literacy, numeracy, and academic rigor, often found in this kind of interdisciplinary approach. Furthermore, this kind of learning tends to be more "hands on"; as such, students learn directly by seeing, writing, listening, and speaking about the subject from a first-hand perspective. They "get their hands dirty" with the material. Each activity is interactive, and recognizes the various learning styles and modalities that each child brings to the experience. Finally, this learning approach exposes the children to elements of society and culture to which they otherwise

Part B: Direct Instruction Supplemental Program Information

might not have access. These include, but are not limited to, museums, exhibitions, local excursions and distant trips.

In order to support college and career readiness, the staff and faculty of the Academy for Language and Technology recognize that students in the 9th grade need support in areas of literacy and numeracy. In order to prepare themselves for the academic and professional rigors of the modern world, students will be utilizing technology and mathematical tools to facilitate physics instruction in English and application.

The program will begin in the month of December 2012 and end June 2013. One certified ESL instructor and One Bilingually certified History teacher will join with five content teachers to implement instruction. Students will utilize laptops, smartboards, powerpoint software, graphing calculators, and iPad technology to facilitate learning. Upon completion of this program, students will be able to create PowerPoint Presentations and slides as well as embed videos that can be applied to physics projects and presentations that highlight authentic experiences in the form of the planned trips to the Lehman College Science Lab and track, the Museum of Natural History, and the Laser Academy at Queens College.

The program will benefit students in their current Physics courses as well as serve the purpose of providing the basic Technology foundations that can be applied to future academic and professional endeavors. In a world in which technology is all around us, students must acquire the computer literacy skills they need and the basic background knowledge of the scientific world in order to reach their potential as both students and members of a complex society.

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:

In order to better implement technology instruction into the curriculum of the program, professional development will be conducted for the 7 teachers involved in the program in four one-hour sessions by a State Certified Technology Teacher, Steven Poliszuk. The first two sessions will take place in January and February of 2013. The final two sessions will take place in March and April of 2013. The sessions will provide teachers with an introduction to the tools and software available for ELLs using new technologies, instruction in general content regarding robotics, and in using technology to differentiate for beginning ELLs.

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:

Parents are heavily involved in our school community. The Academy for Language and Technology has a very active Parent Association as well as an effective School Leadership Team. We believe that in order to provide a high quality education that prepares students to contribute successfully as adults requires the commitment and involvement of parents along with the dedication and competence of teachers. We frequently provide meetings and orientations to parents to inform them how they can support students' success in high school and future endeavors. So far this year, we have provided two orientations to 9th grade parents to present them with school policies and expectations.

Parental engagement activities in students' education will take many forms including:

- We will be inviting parents into the classroom, drawing on their strengths and expertise and, in turn, extending students' learning into the community. Every Saturday we will be inviting parents to come to the classrooms to share experiences and learn to use technological tools along students.
- We will be taking field trips to expand the knowledge of the students in our class and to broaden their understanding of technology and physics. Parents will be invited to participate in these trips and learn with students. In addition, some parents will be asked to serve as chaperons when the number of students-ratio is higher than the number of available staffs.

Involving parents in their children's education improves student achievement and behavior. The staff involved in this program will be offering an orientation to parents to explain the details and benefits to students and how they can participate. We will reach the parents through mail and phone. Translation will be available to parents at all time during the program.

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)		

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.
<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		