



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: IN- TECH ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X368

PRINCIPAL: YVETTE ALLEN EMAIL: YALLEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: Melodie Mashel

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
Yvette Allen	*Principal or Designee	
Brendan Crowe	*UFT Chapter Leader or Designee	
Reina Velasquez	*PA/PTA President or Designated Co-President	
Carmen Cajigas	DC 37 Representative, if applicable	
Nayelli Quezada Sade Garcia	Student Representatives	
Shirine Andraws	Member/Teacher	
Tyshawn Davis	Member/Teacher	
Alison Calamia	Member/Teacher	
Mayanin Bridgmohan	Member/Parent	
Gwendolyn Thompson	Member/Parent	
Maria Herrera	Member/Parent	
Francisca Valle	Member/Parent	
Jacqueline Lopez	Member/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

By Mid-January, one Common Core performance task will have been completed in English, Math, Science, and Social Studies by students in grades 6-12.

By June of 2013, two Common Core performance tasks will have been completed in English, Math, Science, and Social Studies by students in grades 6-12.

Comprehensive needs assessment

The following student performance data was used to assess the needs of the school:

- PLC's examine student performance data from our school (baselines, scholarship reports, midlines and attendance), New York City (ACUITY and ARIS) and New York State (NYS Regents Exams and Mathematics, ELA, Social Studies and Science assessments) to ascertain and prioritize areas of need.
- Students will need to be college and career ready in the four major subjects.

Instructional strategies/activities

a) Monthly, teacher leaders engage in professional development in order to chair PLC's by content area in the middle and high school.

b) Teacher programs reflect three PLC meetings per week.

c) PLC's examine student performance data from our school (baselines, scholarship reports, midlines and attendance), New York City (ACUITY and ARIS) and New York State (NYS Regents Exams and Mathematics, ELA, Social Studies and Science assessments) to ascertain and prioritize areas of need.

d) PLC's develop foci based on how to improve student performance outcomes with rigorous CCLS embedded tasks with the support of *by the AUSSIE, Teaching Matters, Urban Advantage assigned to our school and our Network.*

e) Teachers will attend professional development focused on the CCLS and creating Performance Tasks throughout the school year.

Strategies to increase parental involvement

- Reflected on previous years goal and data with the SLT
- Workshops relating to CCLS in each of the four major subjects
- Pupil Path, an online student data portal, for students and parents at PTA meetings and Parent Teacher Conferences
- A targeted workshop on the Inquiry Team Model for students in the target group
- Parent-Focus group on CCLS
- Attend family trips to museum which incorporates CCLS
- Inviting family members to attend Performance Task presentations

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:

TL Fair Student Funding, ARRA RTT Instructional Expectations allocation, MSQI allocation, ARRA RTT Data Specialist Allocation, Urban Advantage Grant, Connected Learning Grant.

Service and program coordination

- Scheduled PLCs
- Professional development provided by Aussie, Teaching Matters and Urban Advantage
- Inquiry Team
- Intensive Saturday Prep Academy Curriculum aligned with CCLS
- Parent Workshops

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

By the end of January 2013, we will have decreased the number of Cohort P students who are "Almost on Track" for Regents completion by 10% according to the Progress Towards Graduation Tool

By June of 2013, we will have decreased the number of Cohort P students who are "Almost on Track" for Regents completion by 20% according to the Progress Towards Graduation Tool

Comprehensive needs assessment

The following student performance data was used to assess the needs of the school:

- NYS Regents Results in September, October, January, February and June.
- Progress towards Graduation Tool in October and March
- Acuity Predictives in ELA and Math in Fall and Spring
- Individual Student Regents Goals in Regents Prep Classes during the Fall and Spring
- ARIS Data Review is done continuously
- Data review from Progress Report in Fall 2012
- Individual Transcript Review in August, September, January, February, April and May
- Data from Skedula
- Recommendations of teachers, guidance and parents for Regents prep classes

Instructional strategies/activities

- a) Students will be identified earlier for Regents Preparation Classes that will be scheduled during the school day and after school.
- b) Student progress will be re-evaluated in February of 2013.
- c) Guidance meetings with students and their parents will be documented and contracts between students, parents and school will be signed.
- d) Parent, Student, Teacher and Guidance meeting as soon as the semester begins.
- e) Regents Prep teachers will send reports to keep parents involved in student progress.
- f) Collaboration of content area teachers to create packets for students and parent to access additional progress.
- g) Castle Learning as a tool for independent learning.

Strategies to increase parental involvement

- Parental notification letters
- Parent & Guidance Conferences
- Parent-Student contracts

- Progress Reports
- Skedula and Pupil Path access
- Attendance Phone calls
- Student Planners
- Field trips to colleges
- College Readiness workshops
- Graduation Requirements for HS students
- Send individual item analysis from previous Regents exams
- College Fairs
- Including a Regent Prep component to parent Title I classes explaining process.
- Including Regents prep discussions and explanations during the monthly content area PTA meetings by targeting parents specific to the area.
- Target specific parents whose child will be taking areas to the content that will be at presented at PTA meetings.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

TL Fair Student Funding, College Bound Initiative Allocation, BI- Gear Up

Service and program coordination

- Regents Prep Period 9, afterschool, Saturday and during school vacations
- Naviance
- Aventa
- Castle Learning
- CUNY "At Home In College"
- BI-Gear-Up
- Student assemblies to increase student awareness

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

In order to improve student achievement, we will have 40% of parents registered and using Pupil Path by June 2013.

Comprehensive needs assessment

The following data was used to assess the needs of the school:

- Parental attendance in PTA meetings and workshops
- Pupil Path parent data regarding registration and usage
- Learning Environment Survey Results
- SLT discussions
- NYS Quality Review feedback

Instructional strategies/activities

- a) Training of teachers in the use of Skedula, our online grade book and student information system.
- b) Training of guidance, office staff, deans, parent volunteers, MOUSE Squad, CBOs and administrators on how to log parents into Pupil Path
- c) Monthly review of the percentage of parents usage into Pupil Path
- d) Mock Quality Review by Network and Cluster

Strategies to increase parental involvement

- Six Pupil Path Parent Workshops
- Parent Focus Group to improve communication
- PTA volunteers and MOUSE Squad are available to assist parents with registration during monthly meeting and workshops
- Include Pupil Path access on PTA flyers and agendas
- The PTA will appoint a "Class Parent" for each grade to facilitate messages to other parents
- ESL and Technology workshops
- Community Based Organizations (CBO) trained to assist parents to register and use Pupil Path
- During College Workshops staff and administrators will assist parents with registration
- Contests to increase the number of parents registered on Pupil Path
- Hang poster and notices in the community making parents aware of Pupil Path, PTA meetings etc.
- Notices will be backpacked, posted on website, message via phone messenger and emailed a copy of material
- Refine parental preference for which method they prefer to receive school messages and notices

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:

TL Fair Student Funding, TL Parent Coordinator Allocation, Title I SWP Translation services, VATEA, College Bound Initiative Grant

Service and program coordination

- PTA
- Parent Coordinator
- Phone messenger
- School website
- Naviance
- Learning Leaders for Parent Volunteers

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

To improve teacher effectiveness by developing a greater understanding of instructional excellence, by February of 2013, principals and assistant principals will conduct 3-5 formative observations for each teacher and provide them with actionable feedback.

To improve teacher effectiveness by developing a greater understanding of instructional excellence, by June of 2013, principals and assistant principals will conduct 6-10 formative observations for each teacher and provide them with actionable feedback.

Comprehensive needs assessment

The following data was used to assess the needs of the school:

- Number of newer staff
- Learning Environment Survey
- New NYC Department of Education tenure process
- NYS Quality Review feedback
- Data analysis of Adequate Yearly Progress (AYP)
- Progress Report
- Teacher observation spreadsheet tracker

Instructional strategies/activities

- a) Assistant Principals and Teachers collaborate to develop teacher goals.
- b) Teachers are introduced to the Charlotte Danielson Framework for Teaching.
- c) Professional Development Plan for the school incorporates a coherent plan for teachers that integrates the selected components of research based rubrics.
- d) Integrating Teachboost to track observations and actionable feedback
- e) Teacher and Student Focus groups and surveys
- f) Teachers participate in Learning Walks
- g) Professional Development and support provided by Network

Strategies to increase parental involvement

- Parent orientation for all students
- Pupil Path Communication
- Departmental focused workshops and presentations for PTA

- Family handbook aligned with Staff handbook which includes all grading policies
- Parent-Teacher-Student Conferences
- Parent Focus Group and surveys
- Including parents on Learning walks

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:

TL Fair Student funding, ARRA RTT instructional expectations allocation , ARRA RTT Data Specialist Allocation, Urban Advantage, Connected Learning Grant, MSQI Grant, College Preparatory Math, VATEA

Service and program coordination

- Professional Development opportunities offered through our Network and Integrated Service Center (I.S.C.)
- Lunch and Learn
- Grade and Department PLC common planning time and Inquiry work
- School Website
- Support from alliances such as: Aussie, Teaching Matters, Urban Advantage (UA), MathSolutions, Creative Arts Team (C.A.T.), American Museum of Natural History

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

By June 2013, 80% of the 7th grade ELL subgroup will have shown progress on the NY Ready midline and endline assessments by an average of 10 percent.

Comprehensive needs assessment

The following student performance data was used to assess the needs of the school:

- NYS ELA Data
- Baselines, midlines and endlines using NY Ready
- New York City (ACUITY and ARIS)
- Review of the State AYP subgroup data

Instructional strategies/activities

- a) Identification of seventh grade students in the lowest third in September and October 2012.
- b) Examination of student performance data from school (baselines in September 2012, scholarship reports during the months of October, December, January, March and May, midlines in January and attendance continuously), New York City (ACUITY in the fall and spring and ARIS continuously) and New York State ELA assessment in April .
- c) Examination of student baseline assessments and midline assessments in Professional Learning Communities (PLC) in September, October, January and February.
- d) Examination of classroom work products in the PLC
- e) Development of action plans for individual students with modifications based on progress on the midline assessment in February.
- f) AIS program during the school day
 - AIS weekly grade meetings
- g) Extended day programs
 - Before school during the breakfast program
 - Small group instruction with an ELL teacher
 - After school via the OST grant, homework help.
 - Manhattan College tutors to work with small groups or individual.
- h) Targeted Saturday Prep Program
- i) IST/LRE bi-weekly meetings
- j) ELA classes are taught by an ELL certified teacher
- k) ELL teachers will target more of the ELL students to increase the number of parents who attend

i) All staff members will encourage and motivate students to take all exams seriously and understand the personal impact.

j) Staff and students will generate ideas to increase student motivation and incentives for all state assessment, ie: motivational posters or group pictures of students, honor roll

Strategies to increase parental involvement

PTA will target more of the ELL parents to increase the number of parents who attend ELL classes.

ELL teachers will target more of the ELL parents to increase the number of students who will attend extended day programs.

Workshops on:

- 8th Grade promotional requirements during PTA meetings
- Test-Taking strategies during PTA meetings
- MS curriculum during PTA meetings
- NYS Proficiency Ratings during PTA meetings
- HS application process during PTA meetings
- Parent ELL classes
- ELL presentations by ELL teachers during monthly PTA meetings
- Parent Coordinator will present different workshops during different times for parent workshops/focus groups

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:

TL Fair Student Funding, ARRA RTTT Instructional Expectations, ARRA RTT Data Specialist, Title III Immigrant Fund

Service and program coordination

- Extended Day for Extended Language Learners (ELL) students
- Saturday Prep Academy for students in the lowest third.
- Academic Intervention Services (AIS) during the school day

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	Grade 6	Achieve 3000 Castle Learning SRA AIS Saturday Prep Academy	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 7	Achieve 3000 Castle Learning SRA AIS Saturday Prep Academy	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 8	Achieve 3000 Castle Learning SRA AIS Saturday Prep Academy	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 9	Regents Prep classes	Small groups	Before school During school After school
	Grade 10	Regents Prep classes	Small groups	Before school During school After school
	Grade 11	Regents Prep classes	Small groups	Before school During school After school
	Grade 12	Regents Prep classes	Small groups	Before school During school After school

Math	Grade 6	Castle Learning Saturday Prep Academy	Small groups	Before school During school After school
	Grade 7	Castle Learning Saturday Prep Academy	Small groups	Before school During school After school
	Grade 8	Castle Learning Saturday Prep Academy	Small groups	Before school During school After school
	Grade 9	Castle Learning Regents Prep classes	Small groups	Before School During school After school
	Grade 10	Castle Learning Regents Prep classes	Small Groups	Before School During school After school
	Grade 11	Castle Learning Regents Prep classes	Small Groups	Before School During school After school
	Grade 12	Castle Learning Regents Prep classes	Small Groups	Before School During school After school
Science	Grade 6	Achieve 3000 Castle Learning SRA AIS Saturday Prep Academy	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 7	Achieve 3000 Castle Learning SRA AIS Saturday Prep Academy	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 8	Achieve 3000 Castle Learning SRA AIS Saturday Prep Academy	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 9	Regents Prep classes Lab Makeups	Small groups	Before school During school After school
	Grade 10	Regents Prep	Small groups	Before school

		Lab Makeups		During school After school
	Grade 11	Regents Prep classes	Small groups	Before school During school After school
	Grade 12	Regents Prep classes	Small groups	Before school During school After school

Social Studies	Grade 6	Castle Learning Achieve 3000 AIS	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 7	Castle Learning Achieve 3000 AIS	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 8	Castle Learning Achieve 3000 AIS	Small groups Skill Period Enrichment classes	Before school After school During school Saturday Prep Academy
	Grade 9	Regents Prep classes	Small groups	Before school During school After school
	Grade 10	Regents Prep classes	Small groups	Before school During school After school
	Grade 11	Regents Prep classes	Small groups	Before school During school After school
	Grade 12	Regents Prep classes	Small groups	Before school During school After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Grades 6-12	Goal Setting Developing leadership skills Career development Peer mediation Conflict resolution	Individual and group counseling	During the school day After school Saturday Prep Academy

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.

Strategies & Activities for Recruitment

Hiring fairs
Student Teachers
Teaching Fellows Program

Strategies & Activities for Retention

Staff Surveys
Sunshine Committee
A conversation between faculty and administration based on preference sheets

Strategies & Activities for Assignments

Teachers assigned to teach subjects/classes in their specific license
BEDS survey

Strategies & Activities for Support including Highly Qualified Professional Development

Consultants
Network
Mentoring Assignments
Teacher led Professional Development

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

- 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 in languages 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 asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT
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 during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 Bob Cohen	District 10	Borough Bronx	School Number 368
School Name IN-Tech Academy			

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

Principal Yvette Allen	Assistant Principal Margarita Rosa
Coach	Coach type here
ESL Teacher Maria Clemente	Guidance Counselor Liliana Mora
Teacher/Subject Area Norman Powell/ESL	Parent
Teacher/Subject Area Ms. Guillaume/ESL	Parent Coordinator Alexandra Castro
Related Service Provider Jose Ortiz	Other Shirine Andraws/Coordinator
Network Leader Bob Cohen	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	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1125	Total Number of ELLs	140	ELLs as share of total student population (%)	12.44%
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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. 

Part II – ELL Identification Process

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

program offerings.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2	3	3	3	3	18
Push-In							6	6	6	9	5	5	5	42
Total	0	0	0	0	0	0	8	8	8	12	8	8	8	60

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	48	Special Education	15
SIFE	13	ELLs receiving service 4-6 years	63	Long-Term (completed 6 years)	42

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	47	6	1	55	5	8	36	2	6	138
Total	47	6	1	55	5	8	36	2	6	138

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							32	26	31	14	9	7	11	130
Chinese													1	1
Russian														0
Bengali								1	1					2
Urdu										0				0
Arabic							1			1		1	1	4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other								1		1				2
TOTAL	0	0	0	0	0	0	33	29	32	16	9	8	13	140

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

LAP - Part IV ELL Programming

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

a. What are the organizational models?

In grades 6-8, our students are in a Freestanding ESL Program. The students are departmentalized. Our Beginner and Intermediate ELLs receive their 360 minutes of ESL via push – in and pull- out self contained ESL. Only the students that are beginner or intermediate are pulled out during their English class to receive ESL via pull- out program with an ESL certified teacher. These students are only self-contained during their ESL periods. The ESL is programmed parallel with English and Social Studies, so that they are able to receive English with their ESL teacher. Our Advanced students in grades 6-8 have more flexibility with scheduling since they are only mandated to receive 180 minutes of ESL. They are also departmentalized and receive 50% of ESL through a push in model, and 50% of the ESL in a self contained setting. In our ESL classes students are grouped according to their NYSESLAT or LAB-R scores.

In grades 9-12, we have one section of ESL. The students who are mandated to receive 360 minutes or 540 minutes of ESL receive additional ESL in a push-in model.

b. What are the program models?

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

C. We use many different material with our ELLs in order to deliver instruction on varying levels and needs. We have the ESL Scott Foresman Series in grades 6-8, the HighPoint Series for grades 6-12, Mirrors and Windows for grades 6-12, Great Leaps for newcomers, and SIFE, and a myriad of novels in all levels and in Spanish for use in the ESL class. We also have purchased the Soliliquy Reading Program to pilot with our ELLs in the extended day program. We also use the Achieve 3000 program in order to differentiate nonfiction reading material to our ELL students. Achieve 3000 can also be used with newcomers in their native language of Spanish.

2. We have designed our program specifically to allow the mandated time for ESL. Since our school has a Freestanding ESL Program, we provide ESL as mandated by CR Part 154. In middle schools our beginner and intermediate students receive 7 periods of self contained ESL. These services are provided by 2 ESL teachers. The advanced students receive 4 periods of self contained ESL and 2 periods of push in ESL. They are also programmed for 7 periods of ELA. The ESL services are provided by 2 ESL teachers.

In High School we provide 5 periods of self contained ESL for Beginner, Intermediate, and Advanced ELLs. The intermediate and beginner students receive their additional mandated ESL through push in services in the content area classes. They are also programmed for their regular English classes needed as per their grades. These ESL services are provided by 2 ESL teachers.

3. All content areas are delivered in English. In the ESL subject classes, the teachers are certified in ESL, and they use ESL methodologies and strategies in their instruction. The teachers of the content areas all participate in Professional Learning Communities

A. Programming and Scheduling Information

where ELLs have become focus groups, and best practices are shared to enhance student understanding. The ELL Coordinator also provides professional development, on a one-to-one basis, and in group settings. Our ELL teachers have received training in the Q-TEL Model and they provide training to content teachers as needed. Other methodologies that are used to make content comprehensible for our teachers are the SIOP Model, and differentiated instruction strategies. The native language is also used to support the newcomers and SIFE students.

4. All newcomers are given the LAB-R in spanish in order to evaluate their native language proficiency. Native language libraries supplement the mainstream libraries in the classroom. The students are given side by side translation or oral translation for assessments. An instructional program such as Achieve 3000 allows us to asses in students native language.
 - 5a. Our SIFE students are identified early on in the school year, so that lessons are differentiated and flexible grouping takes place in the classroom. These students are also identified as At-Risk and are provided with academic Intervention services (AIS), during the school day and during extended day activities. They are also part of the monitoring of Instructional Support Team (IST).
 - b. Our newcomers are also monitored through AIS and the IST teams. The newcomers are identified and provided additional support in an extended day program designed just for ELLs. We have purchased electronic bilingual dictionaries, and portable DVD players to assist them in the content area classes. The teachers also provide a “buddy” student in all of their classes.
 - c. Our ELLs that place in the 4-6 year category are provided with additional instruction in an extended program based on their ELA and Math scores. The ESL teachers and the content area teachers are provided with common planning time to discuss individual intervention for these students. Each student’s educational ESL plan differs on the level and need of the child. However, all students receive the support of PLC’s, AIS, IST, and extended day services.
 - d. Our LTE ELLs have become our current ELL Professional Learning Community focus. We are diligently analyzing the data for each student in this category to determine if a factor other than language is an issue for the student. We also plan on conducting parent outreach to enlist the support of home, as we feel many of the students are capable of exiting out of ESL. These students are also given the opportunity to participate in the extended day program.
 - e. Our ELLs with Special Needs are included in all of our instructional committees. In addition, we have a Special Education representative that is on our ELL PLC and on our LAP Committee. We have continuous collaboration with the special education teachers and ELL Coordinator works closely with the Special Education Coordinator to ensure support for both sub-groups.
6. All of our research based instructional programs such as Mirror & Windows, Teaching Matters Writing Program, Achieve 3000, Core Curriculum Social Studies material and Castle learning all contain differentiated instructional strategies for ELL-SWD's to support acadmic and language delays. In all of our content areas, the ELLs are identified early on. We use the ARIS data system to create groups based on ELA and Math scores. This allows the teachers to easily follow and manage their ELL groups. Based on data (ELA, Math, NYSESLAT, Interim assessments, etc), we have identified various subgroups within the ELL population. We have implemented a bilingual cross-age tutoring program for our newcomer students. In this program we have our high school students paired with a newcomer in the student’s native language. Currently we have students fluent in Spanish and in Arabic. The high school students either push in to content area classes or peer tutor during lunch. The newcomer and beginner students are also supported with small group instruction in their native language. This is instruction is delivered during the day and after school. All of the instruction follows the school wide curriculum in ELA and Math. The textbooks are provided in English as well as Spanish. The instructional startegies and grade level materials used are: Peer and Expert tutoring, building on prior knowledge, poviding constant feedback, simplifying knowledge. In the content areas teachers also use the SIOP model. Most recently our ELL and Content area teachers are being trained to implement CCLS tasks for our ELL students.
7. Our school has an on going curriculum development in order to maximize students learning without restricting their enviornment. We parallel program schedules so that we can facilitate the federally mandated services. All mandates as per students IEP are followed.

Courses Taught in Languages Other than English ⓘ

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

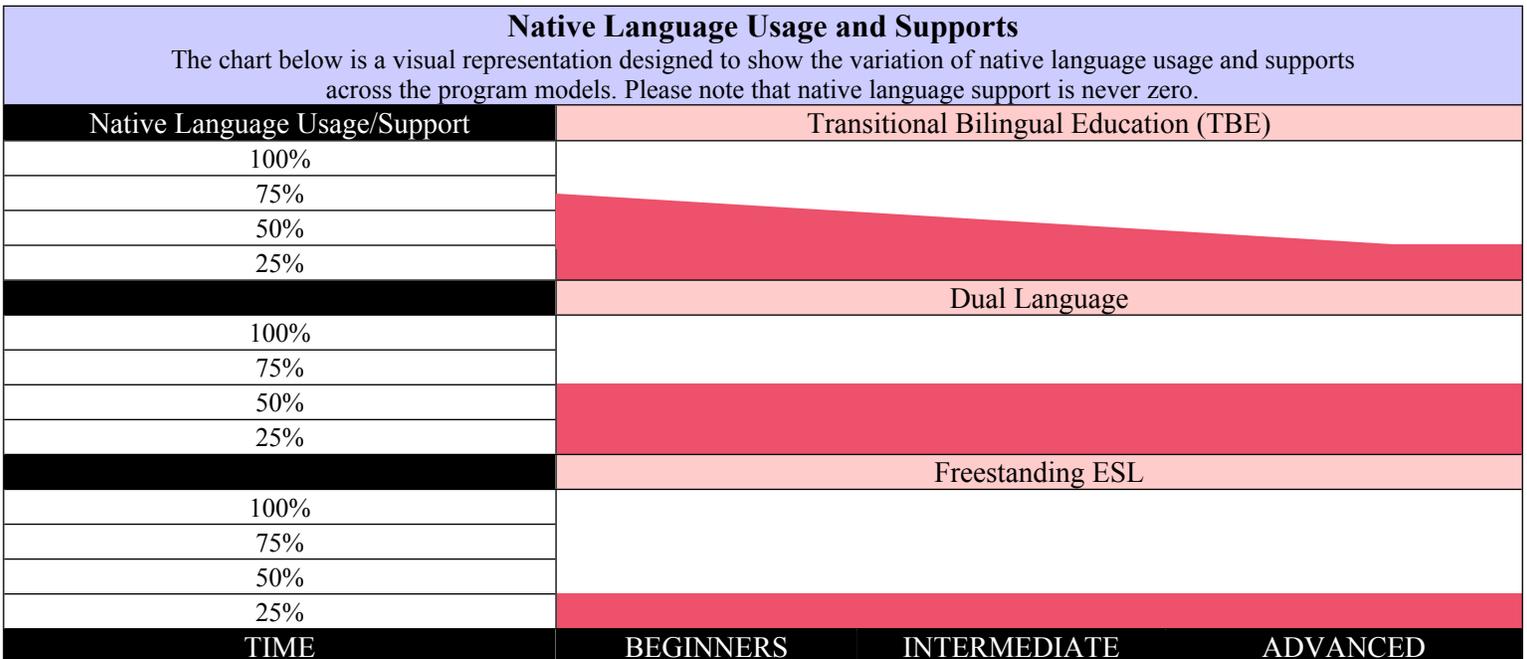
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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



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?

8. When ESL teachers push-in to classes like math, science, and social studies; they use interventions such as translated vocabulary, use of manipulatives, modeling alternative ways to solve problems. In science class interventions that are in place include: using visuals, charts and graphs, simplifying language, hands on experiments. In social studies class interventions that are in place in order to maximize ELL student understanding are: use of visual aids, graphic organizers, activating prior knowledge and scaffolding activities.

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

10. The ELLs in our school are supported through a multitude of resources. The Highpoint Series by Hampton Brown that is specific for ESL, ESL Scott Foresman Series, Oxford Picture and content dictionaries, electronic translators, Smart board, laptops, portable DVD players (used for newcomers and beginners). In addition to the availability of support through technology, Achieve 3000, Great Leaps, Options, and Soliloquy reading programs are used. We also have small group instruction through flexible grouping and differentiated instruction in all academic content areas that helps support our ELLs. We also have a classroom library with an array of levels and genres in all ESL classrooms.

The ELLs also receive social support provided by the Guidance Counselor, SAPIS worker, Parent Coordinator, ELL Coordinator and homeroom teachers.

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

12a. ELLs are included in all student activities. Flyers, letters, and posters advertising events are written in both English and Spanish.

12b. Title III money is used to fund ELL afterschool extended day program. Students are grouped based on the NYSESLAT exam results. Students are programmed to attend twice a week for a total of three hours a week. ELL teachers work with small groups on the differing needs of the students.

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The staff receives ongoing professional development provided by the ELL Coordinator. Weekly common planning meetings provide opportunities for teachers to plan and share best practices, and most importantly articulate with non ESL teachers of ELLs. The staff is provided with opportunities for outside professional development through BETAC and professional development opportunities found on Protraxx. In addition to the ESL teachers, all staff members are trained in varied ELL workshops given throughout the year during professional development, after school, lunch and learn, and prep time.
2. As a 6-12 school, we have the opportunity to provide continuous professional development to our staff based on the staff member's needs. Our teachers and other staff are have ample opportunities during common planning periods, departmental meetings, and PLC's, to articulate best practices to support the transition from middle school into high school. We also work closely with our Guidance Department to ensure that all students receive the support necessary with the transition.
3. The minimum 7.5 hours of ELL training is provided on the designated professional development days, common planning time, and in the professional learning communities, which meet three times a week. The professional development included a history/background of Jose P., specific case studies and using RTI to determine interventions students receive.

E. Parental Involvement

<ol style="list-style-type: none"> 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?
<p>1. We work closely with our Parent Coordinator (Ms. Castro), and the PTA to make sure that ELL parents are well informed and participating in the decision making for their children. Our parents participate in the summer orientation program where they are introduced to the school's policies. We have ELL parents represented on the School Leadership Team and they work closely with all members on the Comprehensive Educational Plan. Our continued support for our parents includes:</p> <ul style="list-style-type: none"> • Parent Orientations which begin in September • Monthly follow up orientations as new students enroll • Conferences- Parent Conferences – 3 in the Fall /Winter – and 3 Winter / Spring • ELL workshop during the Parent-Teacher Conference nights and throughout the school year <p>Translation services are available are provided at PTA meetings, SLT meetings, Parent-Teacher Conferences and all workshops. Translation services are provided by either an outside agency or through bilingual staff including: teachers, secretaries, teacher aides, administrators and our parent coordinator, Ms. Castro.</p> <p>2. Currently we working on developing a partnership with Children's Aid, a community based organization that will provide fun activities as well as workshops on parenting.</p> <p>3. The evaluation of the needs of our parents is a process which begins with the analysis of the Learning Environment Survey. The parent information is analyzed and used to determine our support services and/or programs for our parents in the upcoming school year. The Parent Coordinator is also a member of our Cabinet Team which meets on a weekly basis. This is a school wide decision making team and the parent coordinator represents the voice of all of our parents. We have ongoing PTA meetings as well as the School Leadership Team meetings that also provide us with an abundance of information regarding the needs of the parents.</p> <p>4. The results of our ongoing parental evaluations are used as the platform for parental involvement activities. The data gathered drives our activities, such as, the development of ESL classes for our ELL parents. We also are starting computer classes with the help a bilingual technology teacher. Our parents have also shown interest in hobbies and this year we have created Arts and Crafts workshops. These classes include jewelry making, craft making from recyclable materials, and fabric painting.</p>

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)							13	6	7	0	0	0	0	26
Intermediate(I)							4	4	9	6	4	2	4	33
Advanced (A)							16	19	16	10	5	6	9	81
Total	0	0	0	0	0	0	33	29	32	16	9	8	13	140

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							14	14	14	4	2	3	5
	P							5	5	13	11	7	5	7
READING/ WRITING	B							9	5	4	0	0	0	0
	I							5	3	9	6	4	0	3
	A							13	14	14	9	5	4	9
	P							1	3	2	1	0	4	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	7	1	0	23
7	17	6	1	0	24
8	16	11	0	0	27
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	12		12		5		0		29
7	4		15		5		0		24
8	8		17		4		0		29
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	7		9		0		0		16
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	15		9	
Integrated Algebra	25		20	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	16		5	
Physics				
Global History and Geography	15		8	
US History and Government	16		8	
Foreign Language	15		15	
Other <u>phys sett</u>	11		1	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Our school uses the ELL Interim Assessments, TMI Baseline Assessment and the Acuity ELA Interim Assessment to assess the early literacy skills of our ELLs. The data from these assessments usually correlate with the State ELA data which shows a sizeable achievement gap between our ELLs and our general education students. The ELA footprint further shows that our ELLs need additional support in writing. Currently our 7th grade male ELLs who have an IEP have a median ELA proficiency of 1.93 in comparison to the school's median proficiency of 2.69. This data has allowed the teachers to focus on the ELL male subgroup during their Inquiry work.

2. The patterns in the NYSESLAT results reveal that most of our students in middle school performed at an advanced level of English, except for 7th grade where the same amount of students are in the intermediate level as in the advanced level. This data again correlates to the 7th grade needing the most support. The students also fared better in Listening and Speaking, than in Reading and Writing. Nearly 50% of our ELLs tested on the proficient level in Listening and Speaking vs. 0% in Reading and Writing.

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

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

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

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

5. N/A

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>IN-Tech Academy</u>		School DBN: <u>10X368</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Allen	Principal		10/28/11
Margarita Rosa	Assistant Principal		10/28/11
Alexandra Castro	Parent Coordinator		10/28/11
Maria Clemente	ESL Teacher		10/28/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		10/28/11
	Coach		1/1/01
Liliana Mora	Guidance Counselor		10/28/11
Bob Cohen	Network Leader		10/28/11
Shirine Andraws	Other <u>ELL Coordinator</u>		10/28/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X368** School Name: **IN-Tech Academy**

Cluster: **1** Network: **104**

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 use ATS language report, Emergency Blue Cards and parent survey's to determine the dominant language to provide school documents translated.

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.

Accoring to the ATS report approximatley 78% of families are spanish speaking. ParentS/teachers/administrators have been notified of tranlsation provided through the SLT meetings, PTA meetings and during parent/teacher conferences.

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.

Translation is provided in house by the parent coordinator and other staff members as well as Legal Interpreting Services (outside vendor). School notices are sent via backpack with the students, is posted on our website and given to parents via school messenger.

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.

Oral interpretation is provided for parent/teacher conferences, parent/teacher meetings, orientation, PTA meetings/workshops, SLT and school event throughout the school year. Oral interpretation is provided by the parent coordinator, school personell, parent volunteers as well as legal interpreting services (outside vendor).

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>.

As per Chnacellor's Regulation A-633 IN-Tech Academy provides DOE documents translated to the parents in the language identified and additional copies are available in theparent room through out the school year. School notices, consent forms, letters and forms are translated and available for parents upon request, and according to the ATS information and emergency blue cards in compliance with Chancellor's Regulation A-633. Additional copies of said notices are available to parents/guardians in the parent room through out the school year.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: IN-Tech Academy	DBN: 10X368
Cluster Leader: Douglas Knecht	Network Leader: Bob Cohen
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 93
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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: The Title III middleschool program will be held on Saturdays starting in January through April. All middle school ELL students will be invited to participate and encouraged to attend every Saturday. The program will focus on English and Math skills, as well as Science and during the exit project timeframe. The student's level of English proficiency will determine the type of instruction they will receive. The newcomers/beginners will participate in an intensive English program using Scott Foresman ESL books and they will also use various websites such as A4ESL.org to practice English skills. The intermediate and advanced students will work on ELA and Math skills. We will use resources such as NYReady, COACH, Achieve 3000. ELL teachers and non ELL content area teachers will team teach and plan lessons together. The role of ELL teacher will be to provide language development support and the content area teacher will provide acadmic support in the content area subject.

In addition, we will use the Title III funding to purchase additional materials and resources to support the ELLs. As a technology school we would like to purchase electronic translators, thereby providing the students with digital technology and providing support services. We will purchase bilingual dictionaries to use in school and support students at home. Other materials we will purchase include the NYSESLAT test prep materials, classroom supplies and other resources helpful for their learning that can be used during the supplemental Title III program.

Students will also participate in field trips to supplement the learning that is going on in the content area classrooms and to provide background knowledge on content area topics. Such as the trip to Phillipsburg Manor located in Westchester. The students will be provided with hands on experience of colonial life at the 2 sites they visit in the Historic Hudson Valley. This experience correlates with their Social Studies units.

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

Part C: Professional Development

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: We will contact outside consultants including Teaching Matters Inc., AUSSIE, and Achieve 3000 that will provide training on researched based best ELL practices in order to enhance the quality of ELL teachers. In addition we will send our teachers to ELL and content area PDs.

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

We will also send the teachers to outside PD sessions offered through BETAC, QTEL, Network, Cluster and others on Protraxx. We will have the teachers turnkey PD to the mainstream teachers in the building.

Professional Development Dates:

October 17, 2012- Network PD "Vocabluary Acquistion for ELL Students"

October 22, 2012- Achieve 3000 PD

November 6, 2012- Cluster PD for ELL teachers

In addition to these trainings, our teachers are all participating in the school Professional Learning Communities where they are involved in Inquiry work that includes professional development in areas of need. The PLCs use the ATLAS protcol to anaylze and look at student work.

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: Parent Workshops, Award Ceremony, Resources such as books for parents in English and native language. Interpretation Services are provided both in oral and written services through Leagal Interpreting Service (LIS). Topics include: how to use ARIS Parent Link, PupilPath, Graduation Requirements, Regents and Test Prep. Parents are notified via flyers mailed and backpacked home with students in English and native language.

Part D: Parental Engagement Activities

English as a Second Language class provided to ELL parents using Electronic Translators purchased to support parents acquisition of the English language.

The Parent/Guardian Classes are scheduled to begin in January.

Computer/Technology Classes: Monday & Wednesday from 4:00 PM- 6:00 PM

English Class: Tuesday & Thursday from 4:00PM - 6:00 PM

Part E: Budget

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

Allocation Amount: \$

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

