



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ACADEMY OF INNOVATIVE TECHNOLOGY HIGH SCHOOL
DBN (i.e. 01M001): 19K618
Principal: CYNTHIA FOWLKES
Principal Email: CFOWLKE@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: ALEXIS PENZELL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Cynthia Fowlkes	*Principal or Designee	
Raul Toloza	*UFT Chapter Leader or Designee	
Patty Egensteiner	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Lamonte Smith	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
None	CBO Representative, if applicable	
Raymond Vazquez	Member/ Student	
Robert Constant	Member/ Teacher	
Yesenia Feliciano	Member/ Parent	
Jennifer Hinds	Member/ Parent	
Donna George	Member/ Parent	
Meghan Lynch	Member/ Assistant Principal	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To increase the school's graduation rate to 66% by June 2014.

Comprehensive Needs Assessment

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

The identified need was determined by two factors, the last two graduation rates of 63% obtained with cohort 2012 and 53.7% obtained with cohort 2013. The 10% decrease in the rate indicated a significant re-evaluation of strategies needed to increase the graduation rate at AoIT.

In addition, the data from ATS, New Visions Student Data Sorter and STARS indicated that there is a need to focus on and target AIS for three sub-groups: special education, ELL's and lowest third student population. The data indicates that these groups of students have higher risk of dropping out of high school or not meeting the graduation requirements within their four years of high school. Accordingly, the data from cohort 2013 indicated that the non-graduates 46.3 % were predominately from the student sub-groups of special education, English Language Learners and the lowest third student population. Therefore, key individuals within the school community (principal, assistant principals, guidance counselors, 12th content and grade team leaders and parents) will work collaboratively to create a set of solutions that will help prevent the 2014 these groups of students from dropping out or not graduating from high school in four years.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Train teachers to use all data tools such as NV student data sorter, ARIS, Skedula, ATS, STARS, teacher anecdotal, student work to track cohort 2014 academic progress, attendance, credit accumulation, grades and exam scores.
2. Use the data tools to look at specific indicators such as low attendance, high behavioral infractions received from one or more teachers, failing exam and credit course grades in mathematics or English. This process will help determine next steps for each sub-group.
3. Provide per session in order to pay for after school and Saturday tutoring programs for all Regents exams administered in January and June 2014.
4. Ensure all literacy, SpEd and ESL lead teachers work collaboratively in order to develop targeted literacy and numeracy instructional strategies that are differentiated and can support the 2014 ELL, SpEd and bottom third student population
5. Ensure 12th content and grade teams' work within the Magical Four process which tracks students who have good attendance but are facing academic failure.
6. Provide professional development for teachers to learn how to read, interpret and use the data and implement learned literacy strategies such as UDL that will support, improve and enhance their instructional practices and student academic outcomes especially for the sub groups of at risk students.
7. Principal, assistant principal and 12th grade teachers will use the Danielson Rubric as a framework and guideline to help improve the instructional practice across all content areas and to establish teacher effectiveness in the areas of effective and highly effective.
8. Principal and assistant principal will conduct frequent informal and formal observations as aligned to the NYS Teacher Evaluation system and UGT guidelines.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals, guidance counselors, 12th content and grade team leaders, New Visions, NAF, Advisory Board and parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improved student achievement as measured by scholarship data, Regents' exam scores and exemplary student work.
2. Improved graduation rate.
3. Improved attendance rate of cohort 2014.

D. Timeline for implementation and completion including start and end dates

1. September 2013 to April 2014 – establish and implement strategies articulated in section A.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

In order to support each sub group and develop targeted intervention systems, the following teams will be used for different purposes:

- 12th grade Content Teams- will identify instructional practices that will ensure successful academic outcome for 12th grade students.
- 12th Grade Teams- will conduct the Magical Four process of monitoring “at risk” students on an ongoing basis.
- Common Planning Team – make sure 12th grade teachers are creating lesson plans and assessments that are coherent, rigorous and aligned to student learning.
- Collaborative Planning Time – all key stakeholders will meet twice a month to discuss the targeted sub groups progress to graduation.
- 12th grade guidance counselor and programming chair will work closely to ensure cohort 2014 students are programmed effectively and appropriately especially the sub group students articulated above.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of the graduating class and beyond and will work to ensure that the 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.;
- The 12th grade team will conduct parent workshops with topics that may include: 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;
- 12th grade guidance counselor in collaboration with the parent coordinator will 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;
- Schedule additional 12th grade parent meetings that have flexible times, such as meetings in the morning or evening so that 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.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
none											

Goal and Action Plan #2

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

Annual Goal #2

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

To ensure 85% of AolT students participate in at least 2 community service activities by June 2014.

Comprehensive Needs Assessment

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

Students are required to log in 100 hours of community service hours to fulfill high school graduation mandates. Within the last 5 years, data has indicated that only 55% to 63 % of graduating seniors were able to meet the required 100 hours of community service. In addition, according to the NYC DOE School Survey Engagement category out of a score of 10, the school received a score of 7.3 % from students and 7.7 % from parents which indicates a need to increase student involvement with meaningful activities such as providing services to their school community and beyond. Finally, due to a variety of social, economic and safety situations our student population finds it difficult to meet these requirements and community service needs. Therefore, in order to assist students, the SLT and school community decided to organize in-school opportunities through which the students can service their school and outside communities. Research has indicated that when a school provides relevant and meaningful community service opportunities for students there is a tendency for students to perform better in school academically, as well as have a higher attendance rate when they are involved. Finally, students tend to develop a vested interest in their school community while giving back through community service endeavors.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 1 SLT and lead administrators will identify a coordinator and select a Service Learning Team through teacher request forms and survey.
 - 2 The Principal will coordinate with school campus principals a designated space within the building that will house the Service Learning program.
 - 3 The SLT, AoIT administrators and Service Learning Team will work together to outline an action plan that will meet the goal articulated above.
 - 4 The Service Learning Team with the approval of the principal will plan and execute at least two major activities during the school year.
 - 5 All students will establish community service goals within their Youth Empowerment Leadership Program (YELP)
 - 6 A need assessment in Google form will be administered to students during their technology classes in order to determine their community service interests.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. The Principal will provide a PD to inform and encourage the staff to take an active role in the community service projects.
 2. The SLT and principal will interview perspective coordinators for the Service Learning position.
 3. The SLT including the Principal and Service Learning Coordinator will oversee the organizing of the team and setting goals.
 4. Budgetary compensation will be made available for hours worked by the coordinator
 5. Service Learning Coordinator and Team will spearhead and plan the activity.
 6. Resources and personnel required for each activity are dependent on the specific activity chosen.
 7. The Team will contact and coordinate efforts of school staff and community personnel for each activity.
 8. The Principal has final approval of any activity that involves AOiT staff or student involvement.
 9. Students' hours of community service will be reported to and recorded by the guidance counselor in the students' record Google Doc folder.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 4. The annual plan and goals as well as the announcement of the coordinator will show foundational achievement of the goal.
 5. Through surveying staff, students and community, there will be an overall understanding of needs and talents for all those involved and effected.
 6. Sign in sheets to document student participation will be kept for each activity. The Service Learning Coordinator will report to the SLT at the end of each activity to give an assessment of student involvement and effectiveness of the service project. The assessment will report on the extent of the positive impact the project had on its intended target and how many hours students earned towards meeting their graduation requirement.
 7. The guidance counselors will report on the number of students meeting or approaching the mandated 100 hour graduation requirement.
- 8. Timeline for implementation and completion including start and end dates**
 1. August-October 2013
 2. October 2013-May 2014 – there will be specific times of activities dependent upon said activity's parameters.
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. The Service Learning Team must look at previous projects sponsored by the school to evaluate student interest and project effectiveness. The team must also survey the community for needs in order to plan activities that will serve the community effectively. An analysis of student/staff talents and interest must also be considered to insure involvement in planned activities.
 2. Details and resources are activity specific.

Strategies to Increase Parental Involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- 1 Parents and families will be surveyed during the school's PTSA meetings and fall student led conference sessions. The purpose would be to identify the types of community service parents would like to participate in as well as their children.
 - 2 Parent's talents, affiliations and job skills can be an asset in facilitating the activities.
 - 3 During AoIT's Summer Bridge, Parent Teacher Conferences and PTSA meetings there will be discussions on upcoming community service activities that can encourage interest and participation of parents.
 - 4 The Parent Coordinator will be an integral part to ensuring the success of the Service Learning Team's activities by providing meaningful and effective feedback to parents as well as the Team.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
None								

Goal and Action Plan #3

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

Annual Goal #3

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

80% of cohort 2013 will improve by one level in their writing skills, using the NYC Performance ELA Argumentative Rubric, by June 2014.

Comprehensive Needs Assessment

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

The identified need area that generated this goal was the overall data obtained from the NYC Measure of Student Learning ELA Performance Assessment administered in October 2013. After administering the assessment and analyzing the student data we learned that the overall average score for cohort 2013 was a score of 8.05 out of 28 points and that the following areas are in need of improvement:

- Focus and Position (1.49 out of 4)
- Elaboration (1.12 out of 4)
- Textual Analysis (.99 out of 4)
- Counter Claims (.78 out of 4)
- Reading (1.18 out of 4)
- Organization (1.10 out of 4)
- Conventions (1.39 out of 4)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

The strategies and activities that encompass the needs of identified subgroups are a strategic calendar of professional development that will support the movement/growth of students in relation to the above goal. We will follow the below professional development calendar for the 2013-2014 school year as aligned to CEP Goal #4:

PD Topic #1: Literacy Across the Curriculum PD #1: Textual Analysis

- Summary
- Interpretation
- Analysis

Goal of the PD:

- Train teachers to use strategies that will enhance the students' level of analysis and understanding of complex informational and literary texts.
- Support teachers with the implementation of strategies that will support students' growth in 'trait #3- textual analysis' of the rubric.

Rationale:

- Ensure teachers are developing their craft in high needs areas and improving the quality of our literacy program across all contents to meet the demands of the Common Core State Standards/Assessments.

Literacy Across the Curriculum PD #2: Understanding the Author's Craft

- Structure

- Word Choice

Goal of the PD:

To give teachers a method that students can use to understand the way authors structure their writing and use word choice to articulate their point of view.

Rationale:

Ensure teachers are developing their craft in high needs areas and improving the quality of our literacy program across all contents to meet the demands of the Common Core State Standards/Assessments.

Literacy Across the Curriculum PD #3: Questioning the Text/Finding 'Holes' in the Author's Argument

Goal of the PD:

- To give teachers a method that students can use to question the author's point of view and establish their unique point of view based on their interpretation of a text.

Rationale:

Ensure teachers are developing their craft in high needs areas and improving the quality of our literacy program across all contents to meet the demands of the Common Core State Standards/Assessments.

Literacy Across the Curriculum PD #4: Mid- Year Argumentative Essay Analysis

Goal of the PD:

- Assess the progress made thus far by reviewing sample student essays, from a targeted population, using the ELA Performance Task Rubric; specifically focusing on the high leverage literacy skills

Rationale:

- Ensure that we are strategically tracking the growth students are making mid-year based on the high-leverage skills that we targeted in October/November 2013.

Literacy Across the Curriculum PD #5: Academic Vocabulary

- Vocalization
- Discussion
- Visualization
- Definition

Goal of the PD:

- To give teachers a differentiated approach to vocabulary instruction.

Rationale:

- Support students and teachers with strategies that will help students to learn rigorous, academic vocabulary to better understand complex texts.

Literacy Across the Curriculum PD #6: Text Dependent Questions (Part One)

- Using text-dependent questions to increase reading comprehension.
- Further the work in determining author's purpose.

Goal of the PD:

- To model and present teachers with strategies that will support them in writing text dependent questions.

Rationale:

- Text-dependent questions elevate students' reading comprehension, analysis, and helps students understand how to navigate ELA Performance assessments.

Literacy Across the Curriculum PD #7: Text Dependent Questions (Part Two)

Goal of the PD:

- Tune teacher generated/created questions to enhance the quality of 'text' dependent questions.

Rationale:

- If teachers write and ask better questions, students will be more prepared for the ELA Performance Assessment and Common Core aligned exams.

Literacy Across the Curriculum PD #8: End of Year Argumentative Essay Analysis

Goal of the PD:

- To conduct a final analysis of Argumentative Essays in preparation for our End of the Year ELA Performance Assessment.

Rationale:

1. Conduct a final analysis of student work to ensure that we have shown growth this school year, based on the skills aligned to the ELA Performance Assessment.

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, Cynthia Fowlkes, assistant principal, Meghan Lynch, Ms. Alexandra Stahl, Literacy Coach and teacher leaders from the content and grade teams will implement the above series of professional development sessions the third Friday of every month during our full staff PLC meeting.
2. Content and Grade Teams will work collaboratively in team meetings to horizontally and vertically align all skills and strategies taught within each team.
3. All teachers will conduct a book study of **Subjects Matter: Every Teacher's Guide to Content Area Readings** by Harvey Daniels and Steven Zemelman to ensure they are prepared to implement skills specific before, during, and after reading strategies that will enhance our students' understanding of complex and rigorous texts.
4. Ms. Stahl (Literacy Coach) will attend various professional development sessions in order to further her skills as Literacy Coach to support the above work and goal. This will include attending the NCTE Conference in Boston (Fall 2013) and the New Visions for Public School Literacy Professional Development Series (Spring 2014).
5. The content and grade team leaders will spearhead the work within their teams as aligned to the PD received and conducted by Ms. Fowlkes, Ms. Lynch and Ms.

Stahl.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The targets that have been put in place to evaluate the progress, effectiveness, and impact of each strategy/activity are as follows:

- After each of the above PD sessions Ms. Stahl and Ms. Lynch will send out a Google Form to all teachers assessing the quality of feedback and allow for teachers to share their experience.
- Following each of the above PD sessions teachers will be asked to share their feedback to the entire staff during our Friday PD sessions regarding the outcome/effectiveness of the strategy. This will include sharing student work and following up regarding the quality of the strategy including modifications and revisions.
- Each semester AoIT will have the students' complete one argumentative essay in each class. These essays will serve as benchmarks for growth and will be assessed using the standardized MoSL rubric for grades 9 and 10. Teachers will share student work and analyze the work as a team as aligned to the high leverage skills. These cycles of inquiry will take place in the Fall/Winter and Spring semesters. They will also allow us to strategically plan our instructional strategies and modify outlined professional development plans in accordance with student data.
- Key benchmark dates will be established by grade teams for all Interim, formative and summative assessments that are aligned to the high leverage skills that will be taught across the content areas throughout the 2014 spring semester.

4. Timeline for implementation and completion including start and end dates

The start date for this implementation plan was October 2013 after administering the Baseline MoSL ELA Assessment and it will end in June 2014 upon completion of the Final MoSL Assessment.

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

In order to support each instructional strategy and activity our program at AoIT allows teachers to meet daily during period 7 for their PLC meeting. During this time teachers meet in the following teams:

- Content Teams
- Grade Teams
- Common Planning Team
- Collaborative Planning Time
- Inquiry Team

The purpose of these meetings are to work collaborative with the Literacy Coach along with Team Leaders to successfully implement the above strategies, analyze student work related to the above skills, and to reflect on the progress made with meeting the above goal. Furthermore, our program is designed to allow our Literacy Coach to have several periods off each week to conduct peer observations and to meet with teachers to ensure their curriculum is designed to promote literacy across all contents to ensure that we meet our goal.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The strategies used to increase parent involvement aligned to the goal include the following:

1. **Student Lead Conferences:** Student Lead Conferences are an opportunity for us to share the current level of performance for all students on the 8th grade ELA assessment and the MoSL ELA Assessment. Furthermore, SLC is an opportunity for us to promote our Literacy Across the Curriculum initiative as aligned to our CEP goal #4.
2. **Curriculum Night:** Curriculum Night is an opportunity for us to share the structure of our curriculum to all parents/guardians and to review the periodic assessment calendar at AoIT as aligned to writing and the MoSL ELA assessment. Parents/guardians have an opportunity to engage in discussion about the Common Core State Standards and review student work aligned to the individual curriculum teachers follow at AoIT.
3. **PTSA Meetings:** PTSA meetings are a venue for parents to discuss the various initiatives at AoIT as they relate to their son/daughter. They are also an opportunity for parents to get directly involved in the structure of our curriculum to ensure that it prepares students for the rigors of college and promotes

movement on all state aligned assessments.

4. **School Leadership Team Meetings:** School Leadership Team Meetings are an opportunity for teachers, students, administration, and parents to come together collectively to voice their opinions on the current AoIT infrastructures and to make improvements that will enhance the school community.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Per Session for collaborative team planning.
- Text books/online resources (journals, magazine, subscriptions)
- Technology (computers, tablets)

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

6.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
1.
- **Key personnel and other resources used to implement each strategy/activity**
6.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ol style="list-style-type: none"> 1. ELA Content and ICT Push In Class 2. 12th Grade Literacy Institute 3. Judith Hochman Literacy Program 4. ELA Regents Prep 5. MESH Center After School Tutoring 6. Block ELA Instruction (Grade 9) 7. iLearn Credit Acceleration/Prep 8. CUNY At Home ELA 5. (CUNY Assessment Prep) 	<ol style="list-style-type: none"> 1. Small group and whole group instruction 2. One to one pull out service 3. Small group instruction 4. Small group instruction 5. Small group instruction/tutoring 6. Whole group instruction. 7. Small group instruction 8. Whole group instruction 	<ol style="list-style-type: none"> 1. Monday-Friday (ELA 9-12) 2. Monday-Friday (one period) 3. Monday-Friday (ELA 9/10) 4. Saturday (9-11:00 AM) 5. Monday-Wednesday (3-5:00 PM) 6. M-F (90 minutes) 7. Monday-Friday (one period) 8. Monday-Friday (one period)
Mathematics	<ol style="list-style-type: none"> 1. Math Content and ICT Push In Class (All grades) 2. 9th Grade Algebra (2 year sequence) 3. 9th Grade Algebra A2i 4. Algebra, Geometry, and Trigonometry Recovery Classes 5. Saturday Regents' 6. Prep Academy 7. MESH Center After School Tutoring 8. iLearn Credit Acceleration/Prep 9. CUNY At Home Math 6. (CUNY Assessment Prep) 	<ol style="list-style-type: none"> 1. Small group and whole group instruction 2. Whole group instruction 3. Whole group instruction 4. Small group instruction 5. Small group instruction 6. Small group instruction/tutoring 7. Tutoring 8. Whole group instruction 9. Small group instruction 	<ol style="list-style-type: none"> 1. Monday-Friday (Math 9-12) 2. Monday-Friday (90 minutes) 3. Monday-Friday (90 minutes) 4. Monday-Friday (45 minutes) 5. Saturday (9-1:00 PM) 6. Saturday (9-1:00 PM) 7. Monday-Wednesday (3-5:00 PM) 8. Monday-Friday (45 minutes) 9. Monday-Friday (one period)
Science	<ol style="list-style-type: none"> 1. Science Content and ICT Push In Class (All grades) 2. Saturday Regents Prep Academy 3. MESH Center After School Tutoring 	<ol style="list-style-type: none"> 1. Small group and whole group instruction 2. Small group instruction 3. Small group instruction/tutoring 	<ol style="list-style-type: none"> 1. Monday-Friday (Science 9-12) 2. Saturday (9-12:00 PM) 3. Monday, Tuesday, Wednesday (3:00-5:00 PM)
Social Studies	<ol style="list-style-type: none"> 1. Social Studies Content and ICT Push In Class (All grades) 2. US & Global History Regents' Prep Academy 3. Block Global History Instruction 4. MESH Center After School Tutoring 	<ol style="list-style-type: none"> 1. Small group and whole group instruction 2. Small group instruction 3. Small group instruction 4. Small group instruction/tutoring 	<ol style="list-style-type: none"> 7. Monday-Friday (Social Studies 9-12) 8. Monday-Friday (one period) 9. Monday-Friday (90 minutes) 10. Monday, Tuesday, Wednesday (3:00-5:00 PM)
At-risk services (e.g. provided by the Guidance Counselor, School)	1.YELP (Youth Empowerment Leadership Program)	1. Small group meetings	1. 2x a week (45 minutes)

Psychologist, Social Worker, etc.)

Our YELP curriculum is designed to support the social, emotional, and academic well being of all students at AoIT. It is strategically aligned to the college and career readiness benchmarks to ensure our students are prepared for life after high school. Each YELP group is aligned a Coach that supports the implementation and facilitation of the program/curriculum.

- 2. **Magical Four**
Each month our Grade Teams choose 4-6 at-risk students that will be designated as Magic Four students. These students are chosen based on their academic and behavioral standards. This team of teachers works collectively on an intervention plan to support his her needs.]
- 3. **Pay it Forward**
Our Pay it Forward Program is designed to help at risk students meet their goal of graduation. Each at risk student is paired up with a student who is on track to graduate. These students work collaboratively to ensure that the at risk-student is completing his/her work and following through with all graduation requirements as outlined by the DOE.
- 4. **Literacy Coach**
Our Literacy Coach is assigned to a select group of students in the lowest 1/3 and supports them with small group, push out, and one on one literacy support services on a weekly basis. Furthermore, teachers can recommend students for literacy support services on a daily basis if necessary.
- 5. **School Psychologist**
On site school based psychologist meets with guidance counselor and lead SPED teacher for IEP students whose triennial evaluations are due.

2. One to one

3. Pairs

4. Small group and one on one

5. NA

2. Ongoing

3. Monthly

4. Ongoing

5. Ongoing

	<p>Or, if a parent or the pupil personnel team has requested an evaluation of a general education student.</p> <p>6. School Based Support Team/PPT Monitoring student progress is an ongoing process. The principal with the support of the School Based Support Team (SBST), meets every two weeks to monitor the progress of students who are need of academic intervention. The social worker meets with the student based on his or her soc/emotional needs. The SBST will review AIS on a quarterly basis to determine the progress and whether services should continue.</p> <p>7. Guidance Counselor Services Recommends to the school based health center students who are in need of health related services. All guidance counselors and lead SPED teacher meet on a regular basis with the representatives from the health center to discuss students' health progress.</p>	<p>6. N/A</p> <p>7. One to one and small group (based on IEP)</p>	<p>6. 1x per month</p> <p>7. 1-3x per week (based on IEP)</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

10. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
There are currently 36 teachers who are relatively new to the teaching profession and therefore, obtaining and retaining highly qualified teachers becomes paramount to student success.
The strategies used to attain qualified teachers are: <ol style="list-style-type: none"> Contact the HR office during the months of March and May indicating the predicted number of vacancies for the next school year. Attend New Visions hiring fairs, Central HR and Teacher Finder hiring fairs. Interview candidates early in the school year during the months of March-June.
The strategies used to retain qualified teachers: <ol style="list-style-type: none"> Meet with teachers at the end of the school year to discuss their abilities and qualities. Express to the teacher his/her teaching qualities and their contributions to the school community and overall student achievement. Provide opportunities for teachers to express their personal life talents by empowering them to host afterschool programs or initiatives within the school. Provide on-going support through relevant professional development that is essential to their growth as teachers. Create a professional learning community that speaks to collaboration and common goals.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The following school-wide structures are in place for communication and collaboration with staff: <ul style="list-style-type: none"> Weekly PLC Calendar (embedded within the school day) Weekly Staff Updates School-Wide Google Docs & Gmail Accounts Peer Observations Weekly Professional Development
All the above structures that are in place for communication and collaboration with staff members and allow all members of the AoIT community to effectively collaborate within the school building and at home.
The structures we have put in place also give teachers an opportunity to share best practices, build relationships, plan, assess, and improve student achievement within our school community.
Weekly PLC Community (Period 6/11:53 AM- 12:33 PM)
Monday- Content Team Planning <ul style="list-style-type: none"> Improve teacher practice and academic rigor by looking at curriculum mapping, vertical alignment, CCLS, and UBD planning. Increase communication amongst teacher teams and school community. Increase student achievement and progress toward graduation.

Tuesday- Common planning

- Align assessments to assure that all students are assessed regularly to ensure that classroom instruction is aligned to student outcomes.
- Differentiate our pacing to meet the needs of all students.
- Differentiate our instruction to meet the needs of all students.
- Wednesday- Individual Planning
- Differentiate our instruction to meet the needs of a diverse student population.
- Improve student outcomes/achievement through increase teacher/student communication.
- Understand the specific academic, social, and emotional needs of your students through Advisors.
- Improve student outcomes/achievement through increased teacher/parent communication.

Wednesday- Specialized Inquiry Team

- Work collaboratively in specialized inquiry groups (Judith Hochman Literacy Team, Literacy by Design Collaborative Team, a2i, ilnform Team, SPED Team) that target at-risk populations of students to support their academic, social, and emotional needs as they progress toward graduation.

Thursday- Grade Team Meeting

- Improve student outcomes/achievement through collaborative communication, goals setting, and proactive intervention.
- Understand the needs to students by looking at student work in relationship to instructional practices.
- Increase communication amongst students and provide students with a forum for organized discussion.

Friday- College Inquiry and YELP (Youth Empowerment Leadership Program) Planning

- Improve student outcomes/achievement through collaborative communication, goals setting, and proactive intervention.
- Understand the needs to students by looking at student work in relationship to instructional practices.
- Increase communication amongst students and provide students with a forum for organized discussion

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

During the summer months, principal and assistant principal review and budget according to the Title 1 and Fair student funding policies with the guidance of the CFN budget manager. During the budgeting sessions the Budget manager ensures that all Title 1 funds are allocated efficiently and appropriately. For example, the funding for STH are determined based on data found in ATS and professional development funding is used to ensure the school hires highly qualified teachers .

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Every 25 to 45 days, teachers within their grade and content teams review and assess student outcome. In addition during the BOY/IPC, MOY and EOY conferences with teachers, assessing student academic progress through goal setting and academic intervention systems are discussed with principal and assistant principals. The following are examples of what take place in each teams.

Grade Team Leaders: Each grade (9-12) has been appointed a Grade Team Leader who meets weekly with his/her team members in a professional learning community setting. Evidence of these practices are listed below:

- Weekly Grade Team Meeting Logs
- Magic Four Conferences (Meetings with Parents/Students who are at risk)
- Using data to inform Grade Level decisions (i.e. Progress to Graduation Tracker)
- Development of common assessments across grade levels.

Content Team Leaders: Each content team has been appointed a Content Team Leader who meets weekly his/her team members in a professional learning community setting. Evidence of these practices are listed below:

- Weekly Content Team Meeting Logs
- Argumentative Writing Across the Curriculum
- Peer Observations

- Development of common assessments and the scheduling of school wide benchmarks are determined.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

NA

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 618
School Name Academy of Innovative Technology		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Fowlkes	Assistant Principal Ms. Lynch
Coach Ms. Stahl	Coach type here
ESL Teacher Ms. Levystone	Guidance Counselor Ms. Matta
Teacher/Subject Area Mr. Headlam	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. Martinez
Related Service Provider Ms. Woodham	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	443	Total number of ELLs	48	ELLs as share of total student population (%)	10.84%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	9
SIFE	8	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	16

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24	5	0	8	1	1	16	2	8	48
Total	24	5	0	8	1	1	16	2	8	48

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	4	7	13	38
Chinese													1	1
Russian														0
Bengali											1			1
Urdu														0
Arabic										1				1
Haitian										1				1
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4	1			5
TOTAL	0	0	0	0	0	0	0	0	0	20	6	8	14	48

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										8	1	0	1	10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										7	2	2	8	19
Advanced (A)										5	3	6	5	19
Total	0	0	0	0	0	0	0	0	0	20	6	8	14	48

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14		6	
Integrated Algebra	13		2	
Geometry	7		2	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	11	0	1	0
Living Environment	15	0	1	0
Physics	0	0	0	0
Global History and Geography	15	0	7	0
US History and Government	10	1	2	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
For our incoming potential ELLs we use the LAB- R and once placed, our students also take the NYSESLAT. Additionally, we give in class pre-assessments across the four modalities. All content areas, including ESL, have an assessment calendar. From these multiple assessments, we gather data to inform our instructional plan .
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have seen that while our students struggle mostly with reading and writing, they do make considerable advances on the NYSESLAT, showing gains in either listening/speaking reading/writing or moving up in their proficiency levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
When we used the AMAO tool for 2012, we were able to see that we had successfully met the AMAO 1 having 74.36% of our students meet the criteria. Our ELL students had made significant gains in advancing one overall proficiency level, or had a total scale score gain of 43 points on the NYSESLAT (still remaining at the same proficiency level or they had scored at or above the intermediate level on the NYSESLAT. In 2012 we had 39 test takers and 29 made progress in quiring English. Three (3) of the 39 also attained proficiency on the NYSESLAT which translated to 7.69%. We were not able to meet AMAO 2 which is defined as those who attained the highest level of Proficient. Based on the patterns seen across the NYSESLAT modalities, our curricular map, units and lessons are planned according to students needs, which are to improve in both writing and reading . We also continue to address listening and speaking to ensure future success with all four modalities when taking the NYSESLAT and the ELA Regents.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?The patterns reveal that many of our students made the most gains in Speaking and listening sections making gains as high as 20 to 30 points . Our students also made advances in reading and writing and several reached the proficient level.
 - b. The school leadership and teachers use the results of the NYSESLAT to inform and drive our instruction and to determine which of our students need more of a focus on a specific modality. The results also enable to see how the subgroups in our ESL population are doing and if they need more targeted instruction.
 - c. Our assessments are the NYSESLAT, and various in-house assessments
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
We pair up students in class who share the same native language, and provide supplementary materials such as glossaries, dictionaries and use of the computer. Homework and class assignments are made available in English and the native language for our beginning Ell students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?We currently do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The steps followed for the initial identification process are as follows: When a parent and student come in to register for the first time and they are new to the NYC School system, they are first brought to the main office where a certified pedagogue assists the parent with the completion of The Home Language Survey. The Informal Oral Interview is also given in English and in the Native Language to the student to help accurately identify ELLs. If the child is identified as a potential ELL, they are then given the placement exam which consists of the LAB- R in English, and if their home language is Spanish, they are administered the Spanish LAB.. Once these documents are hand-scored a determination of their ELL status is made. In addition, in order to evaluate ELLs, ESL teachers review the NYSESLAT modality report to identify trends and create level appropriate classes for each student.

2. 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.

The structures that are in place in order to make program selection comprehensible for parents are as follows: On the initial visit an ESL pedagogue accompanied by a translator, if applicable, shows the parent the English Language Learners Orientation Video which explains the different program options available in New York City. The orientation is done within 10 days of the admittance and identification of the student as an ELL, eligible to receive services based on the HILS and the LAB – R. Parents are also given the Guide for Parents of English Language Learners pamphlet in English and their native language. Additionally, we answer any questions that the parents have regarding the video and then assist them with filling out the parent selection form. In the event that parents do not complete this process in the first ten days of school, outreach to these parents is a joint effort that consists of the parent coordinator, Ell staff, and administration. Phone calls are made to set up individual parent meetings and an annual back to school night for ELL parents is held within the first month of school to ensure parents understand our schools program and organizational models.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The process to ensure that Entitlement letters are distributed and Parent Survey and Program Selection forms are returned consists of: Distributing Entitlement letters within the first two weeks of school to students directly. Furthermore, letters are sent to the child's home by mail. The Parent Surveys and Program selection forms are completed during the initial visit or within the first ten days of the child's admittance. If all forms are not completed during the initial visit, a parent meeting is set up to ensure that all essential paperwork is completed. Follow ups are done by phone and mail to guarantee that all parents have completed and returned all necessary documentation.

4. 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.

In order to place students into a program that best fits their needs our school support along with the ESL teachers consults with the parents during the initial visit. After the parent becomes well-versed in program options through the use of the orientation video and the native language parent selection guide they then make an informed decision about which program they feel best meets the needs of their child. If the program selected is not offered at our school we assist with finding an appropriate placement for the child. We also inform the parents that we are monitoring requests and when the number reaches the state mandate of 20 we will then create a bilingual program. We inform these parents that in the meantime their child will be placed in a free-standing ESL program. These requests are recorded and organized in file folders that divide each chosen subgroup.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

- Create a testing schedule
- Notify administration, and staff of the testing dates
- Notify parents of upcoming test in writing

- Create testing slips for each student stating time, room number and date as well as which part of the NYSESLAT they will be taking
- Make arrangements for Special education students according to their IEP mandates.
- Arrange for students to take any portion they have missed during the make-up testing period
- On the day of the exam for a specific modality i.e. listening, students are pulled out of their regular classes and arrangements are made with the content area teacher for the students to make up any work.

6. 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.) 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. [i](#)

After reviewing Parent Surveys and Program selection forms the trend shows that most parents are requesting that their child be placed in our free standing ESL program. We do have some parents who have requested bilingual programs. As the number grows our intent is to honor the parent's requests and open a bilingual program at our school. As of now we have 1 parent who has opted for bilingual services. We referred the parent of the student to a bilingual high school, however the student opted out of the transfer.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Our organizational models include self-contained classes by level, pull out small group instruction and content area push in. Some teachers push into English, Math and Social Studies classes. All the ESL teachers have common planning meetings in order to collaborate with the content areas teachers. During this time teachers discuss how to meet the needs of the ESL students while staying in alignment with the content curriculum. Different models of team teaching are discussed in an effort to come up with what best supports our ELL students, especially for our SIFE and SPED.
 - b. Our self-contained classes are either two periods or one period of ungraded and homogeneously leveled grouped instruction. The push-ins and pull outs are all one period, graded and ungraded heterogeneously grouped.
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)?

To ensure that the mandated number of instructional minutes is provided according to proficiency levels, at the start of the school year we look at current number of ELLs and their proficiency levels, by accessing the ATS and printing out the RLAT, RNMR and the RELC. These reports provide us with LAB-R levels, NYSESLAT proficiency levels, and the number of ELL students we currently have enrolled. We then work with the person responsible for student scheduling, and the guidance counselors to ensure that our students receive the mandated minutes required according to their proficiency levels. To this end, we create self-contained classes with mixed grades but who share the same proficiency levels and we also use the push-in model. Students who need more targeted help may be pulled out as part of their program. Beginners receive 540 min, intermediates 360 min and our advanced 180 min. Additionally, we provide transitional support for our students who have tested out of the ESL program within the past 2 years.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area classes, which are aligned to the Common Core Standards, are delivered in English for one period or two periods differing by grade level and subject. In order to make content comprehensible to our ELL student's content area teachers, use translated glossaries, visuals, a smart board, computers and other differentiated means to make content comprehensible. Content area teachers also collaborate with the ESL teachers throughout the school year during our weekly common planning time and during organized in-house professional development in order to plan and implement differentiated lessons. Moreover, due to the high influx of Hispanic speaking ELLs, many ELL students have access to Spanish speaking teachers that cultivate their native language academic vocabulary by providing verbal translations during classroom lessons. Additionally, monolingual teachers of content areas use films with subtitles, audios, and translated texts.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At this time we have a foreign language class in Spanish which our ELLs take and assessments are done in this class. We do not administer tests such as the ELE, since we currently do not have a dual language program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL department ensures that our students are appropriately evaluated in all four modalities of English acquisition throughout the year by giving frequent diagnostics and culminating projects. We use the NYSELSAT data as a baseline, as well as other assessments, to evaluate their progress, set goals and to drive instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Instructionally we provide our SIFE students with extra support through our AIS program, our afterschool MESH(math,

english, science, and history) Center for tutorials, and our Saturday regents prep program. These programs focus on teaching comprehension skills in reading and writing, test taking skills, organizational skills that will help them succeed in school. Also, during pull out instruction students focus on phonemic awareness and the fundamentals of reading and writing. Additionally, our ESL teachers work one on one with our SIFE students.

b. Instructionally, we provide newcomers with two 45 minute periods of self-contained ESL services per day along with extra support during pull out and push in services. With these newcomers we focus on building students Basic Interpersonal Communication skills and fostering students Cognitive Academic Language Proficiency. We support students in our individualized AIS program and also encourage them to come to after school and Saturday regents prep for extra help.

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

d. Instructionally we provide long term ELLs with support services. The majority of our long term ESL students are special education students. We work in conjunction with the special education coordinator in an attempt to close their academic gap. In addition, we use NYSESLAT data to identify which modalities they are struggling with and target those areas. Furthermore, we strive to build increased academic vocabulary and give intensive regents and NYSESLAT preparation. We also provide support for transition to college via the Student Success Center.

e. Our former ESL students are supported with two years of testing accommodations. This includes the following mandated testing modifications i.e. extended time, specific sections read up to three times and glossaries made available. We still provide them with supplemental materials in their native language as needed. The ESL teachers offer additional support for Regents preparation. Transitional ELLs are also invited to attend all afterschool and Saturday programs. Lastly, we work closely with their content area teachers to be sure they are on track and have made a smooth transition.

We encourage all of our ELL students to attend our afterschool tutoring at the MESH (math, english, science and history) Center.

7. 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?

We use a variety of instructional strategies and grade-level materials for our ELL-SWDs. The ELL-SWD's receive additional support from a special education certified literacy coach in their ELA class. We also have teachers who are dually certified with a special education license in addition to the following content areas: Science, math, and social studies. All teachers use the Unit By Design backward planning model and the Danielson rubric to differentiate and effectively plan to meet the needs of the students. In addition, all teachers use computers, visuals (projectors/Smartboards), and graphic organizers to teach basic writing skills. These materials allow us to scaffold and present materials in a way that promotes academic success for ELL-SWDs. Our classroom libraries are also differentiated to meet the needs to all readings levels through an inter-disciplinary and cross curricula approach to literacy. Grade level Special Education teachers, ESL teachers, and Literacy Coach/Consultant work collaboratively to utilize the above materials and instructional strategies to support the needs of our ELL-SWDs population to promote academic success. Several of our ELLs are in ICT classes to meet their special needs. Lastly, all ELL-SWDs have individual academic goals that are documented in their IEPs accessible through SESIS.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In our school we have ICT classes where our special needs students are serviced. Content teachers work with special education teachers in the following content areas: Science, Social Studies, ELA, and Math. If there is an ELL with SWD in an ICT class an ESL teacher will push into the class for additional support. Individualized Education plans are reviewed and teachers cooperatively plan to meet the needs of the students. This includes modified work within the classroom as well as project, assignments, and tests. SETSS services are also provided for ELL-SWDs within advisory as well as through the push in model within the classroom. Para-professionals/school aides are also designated to specific students. All ELL-SWDs who receive mandated counseling attend weekly sessions with grade level guidance counselors and health center therapists if needed. In order to meet the individual needs of all ELL-SWDs our school assigns particular students to the appropriate special education teacher, this teacher will be responsible for providing accommodations and modifications as well as reporting on goals in the IEP. This includes any speech-language therapy or occupational therapy mandated on the IEP. As well, our staff works collaboratively in professional learning communities to ensure the students are receiving the services that they need. This includes monthly pupil

personnel team meetings which are held to discuss individual student's academic progress, social/emotional needs, and recommended evaluations given by teachers, staff, and parents. Lastly, a service grid has been created for Sped teachers to document where/when students are receiving service and this information can also be located in SESIS.

Courses Taught in Languages Other than English 

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

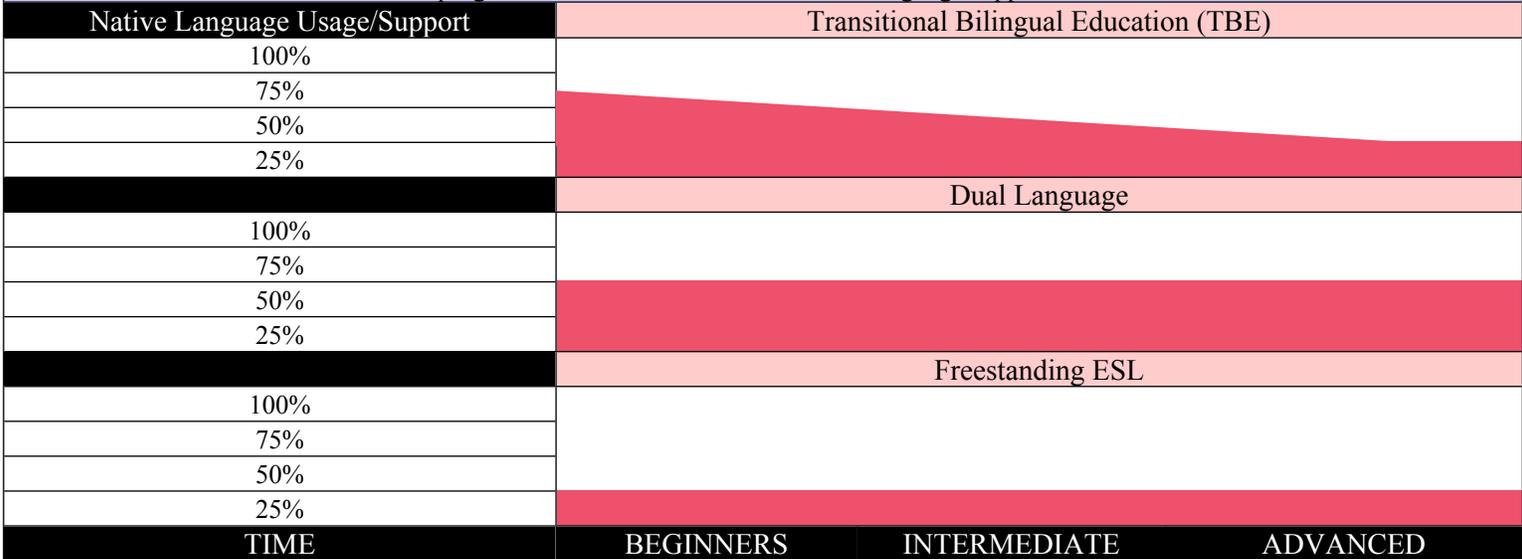
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
- The targeted intervention services that are offered per each content area and per each sub-group consist of content specific afterschool programs at our MESH (MATH, ENGLISH, SCIENCE, HISTORY) center. Here there are teachers as well as peer tutors who help struggling students as needed. Saturday school is also provided in ELA and Math, and we have an Academic Intervention Services included into our school day. These programs are designated for all subgroups, and are focused on regents preparation and honing in on individual weaknesses.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As stated earlier we have met the goal for AMAO1 and we have seen at least 6 out of 14 of our ELL students pass the ELA regents (2012), which has also been the focus of our ESL department. However, our students are still struggling with passing the other regents and the ESL staff is making efforts to assist the students along with their content teachers. We are pleased to see several of our students have gone on to college and will continue working toward this end of having more of our students successfully transition toward higher academic degrees.
11. What new programs or improvements will be considered for the upcoming school year?
- This coming school year we are seeking to implement the Rosetta Stone language learning program and the use of non-fiction materials such as Time Magazine for teens, with the intention of preparing our students for the rigors of the new Common Core Learning Standards. We are integrating the use of in-class lap tops for the purpose of giving our students more access to technology.
12. What programs/services for ELLs will be discontinued and why?
- We are not discontinuing any programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ESL students are invited to participate in all aspects of the academic and social life at AOIT. All informational documents and flyers are translated into the student's Native language. We have a variety of sports teams including baseball, volleyball, soccer, tennis, cricket, bowling, and track and field. Additionally, theatrical arts, academic clubs including the MESH center, the writing club and martial arts clubs are offered as well. Our students are given equal access to all afterschool academic programs and Saturday regents prep classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Translated glossaries, dictionaries and to the degree possible text books in their Native language. Additionally, we use curriculum designed specifically for ELL's according to their proficiency levels. Many of our classrooms have access to Smartboards, and we have been granted a laptop cart with several computers which we utilize during the self-contained ESL classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered as needed in our program through the use of bilingual dictionaries, peer tutoring, computers, and translated content materials.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services and support for our ELL students are met through ensuring that, regardless of ages and grade levels the students receive their mandated minutes based on their proficiency levels, through whole class instruction, push -in or pull -out model.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- During the summer newly enrolled ELLs' are invited to join our Summer Bridge program. This is a high school introductory program where students receive academic instruction in ELA and Math. The students also go on trips and become acclimated with the school environment.
18. What language electives are offered to ELLs?
- Currently, Spanish is the only elective offered to all of students, including our English language learners.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not currently have a Dual Language Program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. In our in-house PDs, for the past 2 years we have had extensive training in incorporating the Common Core Standards and the Danielson Framework into our daily teaching practices. Additionally, our entire staff have been participating in the following teams: Grade team, Content area teams, and Inquiry teams in an effort to synthesize various statistical and practical information that furthers extends our Professional development .

3. Several of our teachers participate in our Summer Bridge Program, which is designed to provide support for our students coming from Middle School to High School. In this program, students become familiarized with the academic and social expectations of High School. Trips are a part of this program and a ceremony celebrating their completion of this program.

4. The 7.5 hours of ELL training for all staff is achieved through ESL teacher lead professional development and one on one content area ESL teacher meetings during our weekly planning time. In addition teachers have outside opportunities to supplement further ELL training. All new teachers receive extra support for incorporating literacy into their lessons which also benefit our ELL population, as one of their struggles is often writing. We also have a team that is comprised of 9th and 10th grade content teachers who are working to incorporate Judith Hockman's approach to writing in their classes. The goal is to help our students review the basic grammatical structures of English. . All of our students benefit from this and in porticular our ELL students, as this is often especially problematic for our ELLs. Additionally, our ESL inquiry team has presented PDs to our entire staff, turnkeying some methods that they have found to be effective in reaching our ELL students academically.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We have a PTSA where we can receive feedback from parents and where parents can become involved in activities such as helping to raise funds for our graduating seniors. Additionally, our ESL department has a Back to School Night during which we invite the parents of ELL students to come and discuss our program and address any questions or concerns they may have concerning their child. Our school celebrates Hispanic Heritage month and holiday celebration events, during which we invite parents to attend .
 2. Our school works the Cypress Hills Local Development Corporation connecting all of our parents to various programs they provide, such as classes for ESL, workshops for helping them to understand the college process and a new program entitled The Promising Neighborhood Program, which provides opportunities to improve the surrounding neighborhood.
 3. One of the ways in which we ascertain the needs of our parents is to have them fill out the HILS which asks them which language they prefer to receive information. The parent coordinator also uses other surveys and has phone and in person conversations to assess their needs or concerns.
 4. One of the key needs our parents of ELLs have is to acquire the English language, and through our relationship with the Cypress Hills Local Development Corporation, parents are afforded the opportunity to take free ESL classes.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K618 School Name: Academy of Innvative Technology

Cluster: 01 Network: New Visions (561)

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.

The data and methodolgies used to assess our 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 are as follows:

1. Each year the Parent Coordinator anaylzes the data obtained through our ATS reports regarding the home language of all students at AoIT. Based on this data we assess the needs of our students in order to obtain the proper written and oral interpretation resources. If applicable we will use on site support service. However, we will out source to DOE approved vendors if need be.
2. Each year the ESL Department administers the Home Language Survey to all incoming ESL students to obtain the necessary information regarding their home language. This data is passed on to both our School Support Staff and Adminstrative Team. Based on the needs of our new ESL students we determine what resources we may need in correlation with written translation and oral interpretation services.

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.

The major findings of our school's written translation and oral interpretation needs for the 2013-2014 school year are as follows:

1. Spanish written translation and oral interpretation services are in the highest demand as a majority of our students' home language is Spanish. Therefore, we report this to the school community through our Parent Coordinator and Spanish Teacher who consistently reach out to all staff members regarding supporting them with written translation and oral interpretation. This communication comes in the form of email and written updates to teachers/staff members on a weekly basis.

2. This current school year there was an increase in students from Middle Eastern (Bengali) & Romanian descent. Therefore, written translation and oral interpretation may be needed for the Spring Parent/Teacher Conferences and future correspondence with/from teachers/staff members.

3. Overall, most written translation and oral interpretation can be done in house or throughout the Franklin K. Lane Educational Campus where we share translation services with the four schools on our Campus (Brooklyn Lab, Cypress Hills, Multi Cultural High School). Furthermore, Multi Cultural High School provides in house Chinese and Japanese translation services that can be easily accessed when needed and are used periodically throughout the school year to support our Chinese/Japanese student population.

Part B: Strategies and Activities

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

The written translation services the school will provide are outlined below in accordance with the identified needs in Part A:

1. All Spanish written translation services will be provided in house through the Parent Coordinator, ESL Teachers, and Spanish Teacher. These staff members have been identified as teachers on site to support all school community members with ensuring written translations services are provided in a timely manner. If written translation services are needed teachers must place their request through the Parent Coordinator or Spanish Teacher who will reach out directly to Administration for approval of all materials requested for translation.
2. All written translation services that require immediate attention for languages other than Spanish (i.e. Bangali, Romanian, Chinese) are fulfilled using online resources or other in house school staff from one of the other schools on the FKL Campus. Furthermore, teachers are also encouraged to submit documents one month in advance in order for Administration to reach out directly to DOE vendors through the NYC Translation and Interpretation Unit.

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

The oral interpretation services the school will provide are outlined below in accordance with the identified needs in Part A:

1. All Spanish oral interpretation services will be provided in house through both the Parent Coordinator, ESL Teachers, and Spanish Teacher. These staff members have been identified as teachers on site to support all school community members with ensuring written translations services are provided in a timely manner. If oral translation services are needed in advanced teachers must place their request through the Parent Coordinator or Spanish Teacher who will set aside the time according to his/her schedule. All immediate translation services (i.e. telephone calls) can be done in the main office located in room 310 where two support staff members speak Spanish and can be accessed at any time during the day.
2. All oral translation services that require immediate attention for languages other than Spanish (i.e. Bangali, Romanian, Chinese) are fulfilled using online resources or other in house school staff from one of the other schools on the FKL Campus. However, teachers are encouraged to submit requests one month in advance in order to reach our directly to DOE vendors through the NYC Translation and Interpretation Unit.
3. Oral translations are also available for parents via the automated telephone service that communicates with parents all school related activities that are taking place within the community. This service provides translations in multiple languages based on the needs of our students and all information is translated through written transcripts inputted directly into the system.

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

The school will fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services through written correspondence sent from the Parent Coordinator in September of each school year, verbally during Parent Teacher Conference, and parents are reminded monthly during each PTSA Meeting.

Furthermore, our ESL Department is responsible for informing all parents of the translation services available through AoIT and the NYC Department of Education along with their rights as parents. Each ESL Teacher will share these regulations with parents upon intake of each new student to our ESL program. ESL Teachers will also provide an opportunity to answer questions and clarify any misunderstandings parents have regarding their right to translation (oral and written) services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

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: Academy of Innovative Tech HS	DBN: 19K618
Cluster Leader:	Network Leader: Alexis Penzall
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Total ELLs: 44 (grade 9-12)

SIFE: 13

Newcomers: 18

ELLs SWDs: 8

Long Term ELLs: 18

Part I. Listen Observe Learn Center (LOL)

All of our ELL students, regardless of proficiency or grade level, are required to attend the Listen, Observe, and Learn (LOL) Center three-days a week from 3:00 PM to 5:00 PM to receive academic support. The Listen, Observe and Learn Center is a student driven program that provides academic support and intervention across the curriculum. LOL utilizes both peer and teacher assistance to address the individual academic needs of those who attend. The LOL Center provides instruction in English for all subjects. Each subject area has a licenced content teacher and there is one bi-lingual ESL teacher whose concentration is in Mathematics. As well, we provide funding for one Supervisor who oversees the attendance of all ESL students and reports directly to Ms. Rothfeld, ESL Team Leader.

Part II. ESL Enrichment

In addition, we offer ESL enrichment classes in the form of After-School Regents Prep (Global and US History) and Saturday Regents Prep Academy. Our After-School Regents Prep Programs are held in the months of December/January and then again in May/June. Our Saturday Academy for Algebra runs throughout the entire school year and is held from 9:00 AM to 1:00 PM. Our Saturday Academy is taught by a certified bilingual Math teacher who prepares students to obtain a grade of 80 or better on the Algebra Regents which states they are 'college ready'. As well, these programs focus on teaching comprehension skills in reading and writing, test taking skills, organizational skills that will help them succeed, not only on improving in their regents scores, but in their overall academic life.

Part III. Cultural Awareness & Enrichment Program

Our ESL students are also invloved in our Cultural Awareness & Enrichment Program where as a group students take monthly trips promoting cultural and social awareness as well as academic learning. ESL teachers will design the excursions and will encourage learning by helping students make connections,

Part B: Direct Instruction Supplemental Program Information

ask questions and experience our ethnically diverse environment. Museums, foreign films, ethnic restaurants, and NYC neighborhood walks are a few of the places where students will be able learn about their community as well as stay connected to one another in order to maintain a sense of community with in our group. All trips will be carefully planned so that they connect to the topics and units of study being studied within content classes. Upon each trip oral discussions will be held and a written assignment will be given. This will be used as an additional assessment and will help plan for upcoming trips. Our first Cultural Awareness & Enrichment trip took place in December 2013 and our 2nd trip is scheduled February 2013. There will be a total of six trips for 2012-2013 school year.

Part C: Professional Development

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

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

Begin description here:

The 7.5 hours of ELL training for all staff is achieved through ESL teacher lead professional development and one on one content area ESL teacher meetings during our weekly planning time. In addition, teachers have outside opportunities to supplement further ELL training. Our ESL Professional Development plan is broken into three parts that are as follows:

Part I. ESL Team Internal Professional Development Plan

Monday- ESL Department Content Team Meeting- 6th Period

1. Complete all selected domains of the Charlotte Danielson rubric by June 2013 to improve teaching practices of all ESL teachers in hopes of increasing ESL student performance on statewide assessments and to improve overall scholarship data for ESL students.
2. Review content specific data (including formative and summative assessment, diagnostics, scholarship reports, ARIS/Skedula, and Regents results) to support LOL & ESL Enrichment Teachers.
3. Improve teacher practice and academic rigor by looking at curriculum mapping, vertical alignment, CCSL, and UBD planning.
4. Design CCLS modules/assessments across all contents related to our school goal of argumentative essay writing.
5. Increase student achievement/outcomes in regards to literacy (reading and writing) while preparing our students for college level writing.

Part C: Professional Development

6. Increase student achievement and progress toward graduation for ESL students.

Tuesday- ESL Department Common Planning Time- 6th Period

1. Align assessment calendar/common exam days and share information with all LOL Center and ESL Enrichment teachers.
2. Organize and modify unit pacing based on student needs/outcomes.
3. Assess and realign units based student needs/outcomes and feedback of LOL and ESL Enrichment teachers.
4. Develop benchmark dates for summative, formative and interim assessments that will be used to assess students in all afterschool and Saturday Enrichment Programs.

Wednesday- ESL Literacy Team Planning Time- 6th Period

Rationale and Goals:

1. Work together in a multi-disciplinary literacy team that works collaboratively to create a skills based literacy curriculum that targets basic writing skills down to the sentence level.
2. As well, this team targets skills specific reading strategies that will increase reading comprehension of all ELL students.

Part II. Strategies of Effective Readers/Writers: Targeted ESL PD

The following is a month by month break down of our literacy PD plan which was created to support ESL teachers in learning strategies to help improve the literacy levels of all ELL students:

October/November : Questioning and Discussion

December: Note Taking Strategies

January/February: Academic Vocabulary Across the Contents

March: Citing Evidence from Multiple Texts

April / May: Application and Synthesis

Part III. ESL External Professional Development Plan

The professional development plan for all ELL personnel at our school is ongoing. We have in house workshops but also attend outside PDs provided by the Office of English Language Learners within the Department of Education.

January 2013: AMAO Meeting

October 2012: BESIS Workshop

Part C: Professional Development

September 2012: NYSESLAT Training

Ongoing Professional Development: SESIS & ESL Compliance/Regulation

Part D: Parental Engagement Activities

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

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

Begin description here:

The parents of our ESL students are invited to Curriculum night where our ESL department presents the syllabus for the term, the materials being used and the grading policy for the classes. Teachers take the time to get to know the parents in order to respond to any questions or concerns regarding our ESL program. In addition to this we have the Student Success Center which offers the 1st in the Family program. Here we assist with the understanding of the college planning process. The emphasis is on encouraging their child to be the first in their family to attend college, regardless of their immigration status. As well, on Curriculum Night all parents of ESL students will receive information regarding our Cultural Enrichment Program, After School Program (LOL Center) and Saturday Program. Parents will be invited and encouraged to attend all after-school Cultural Enrichment Events to further enhance their understanding English Language and culture. Our Parent Coordinator will consistently reach out to Parents to encourage their attendance and inform them of upcoming trips/events.

Parent involvement at AOIT can be found largely through the activities conducted by the PTSA and facilitated by the Parent Coordinator. ELL parents are provided with information in their Native language regarding all aspects of community school life. Our Parent Coordinator contacts parents by telephone, mail, and email on a daily basis in regards to upcoming school events, such as, the Borough Wide ELL Parent Institute, which is held two times a year.

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

The parental involvement activities will address the needs of our parents. Parents are provided Metro Cards for transportation. In the upcoming year we also are holding the following workshops for parents will be offered: Curriculum Night, Student Led Conferences, and Winter Show.

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	\$6,000	Teacher per-session for after-school and Saturday Programs.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2,000	Textbooks : Santillana's Opening Doors (Levels 5-8 with activitiy books , readers, teacher's editions, as needed.) Books (including novels, translation edition text books, Thesauruses, work books, and Longman ESL dictionaries.
Educational Software (Object Code 199)	\$1,000	Electronic dictionaries, Rosetta Stone, headphones.
Travel	\$700	Metro Cards for Saturday Programs.
Other	\$1500	Tickets for Educational Outings
TOTAL	\$11,200	