



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ENERGY TECH HIGH SCHOOL  
**DBN (i.e. 01M001):** 30Q258  
**Principal:** HOPE BARTER  
**Principal Email:** HBARTER@SCHOOLS.NYC.GOV  
**Superintendent:** TAMIKA MATHESON  
**Network Leader:** ALAN DICHTER/CASS CONRAD

**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
Hope Barter	*Principal or Designee	
Ferris Unni	*UFT Chapter Leader or Designee	
Melissa Betancur	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Student 1 Student 2	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Antonette Bartelucci	Member/	
Karin Wissmann	Member/	
Rachel Martinez	Member/	
Sachin Mehndiratta	Member/	
Parent Vacancy	Member/	
	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2014, Energy Tech High School will increase attendance from current 94.6% average (as of December 1, 2013) to at least 96%.

### 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.

In a rigorous college and career preparatory program, it is vital for students to be in class each day. Energy Tech is an early college and career high school serving students in grades 9-14. The program blends high school, an associate degree, and career-ready training focused on engineering pathways. The school is a partnership between the Department of Education, the City University of New York, LaGuardia Community College, Con Edison, and National Grid. In planning of the school, soft skills and behaviors requisite for successful college and career performance were considered, in addition to the academic and technical skills relevant to the program. Several of the skills and behaviors identified by college and industry partners for the school relate to attendance and punctuality.

### 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. Attendance is coordinated daily by the school aide and guidance counselor.
2. Late-arriving students report to the main office to sign a log and be issued a late pass to class.
3. Outreach is made to absent and late students via phone calls and messaging through Global Connect.
4. Guidance counselor maintains records of parent and family phone calls related to attendance.
5. Guidance counselor provides phone, e-mail, and mailing outreach to persistently late or absent students and their families based on ATS reports.
6. When necessary, the guidance counselor refers students to the attendance teacher for 407 cases and other family outreach.
7. Perfect attendance is publicly acknowledged at monthly Town Hall Assemblies, and also on a recognition board outside the main office.
8. Students with perfect attendance are entered in monthly raffles for special prizes and incentives (e.g. gift cards, movie passes, school gear, etc.).
9. Advisors conference with advisees on a weekly basis regarding attendance and performance, and record comments in Jupiter Grades for students and families.
10. School is in process of hiring a parent coordinator to support with individualized outreach and action plans for persistently late/absent students.
11. College and Career Foundations curriculum/course emphasizes the soft skills related to attendance that are necessary for success in college and in work; students receive feedback in this area.
12. PAR reports are generated in ATS on a weekly and monthly basis to ensure that all students report to each class.
13. Staff engage in professional development provided by Ramapo for Children – through workshops, retreats, and on-site coaching. Students will additionally engage in a retreat focused on team-building and other soft skills.

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

1. School aide distributes, collects, and scans attendance on a daily basis; generates daily, weekly, and monthly reports for all staff and for principal
2. Guidance counselor oversees outreach to families regarding lateness and absence; communicates with principal on daily basis regarding specific issues
3. Guidance counselor, instructional coach, and principal utilize Global Connect and social media to provide updates about attendance issues
4. Teachers serve as advisors on a daily basis and conference with small groups of students; update Jupiter Grades to communicate with students and families about attendance, behavior, and academic performance
5. Network attendance teacher visits homes as 407s are opened or as needed
6. Parent coordinator will join attendance team to support individual students and families with attendance issues
7. Principal acknowledges excellent attendance at monthly meetings and through incentives
8. Guidance counselor, advisors, and principal work with individual students with attendance patterns to create plans for improvement
9. Per-session funding is provided for after school late detention and tutoring for late students
10. Global Connect is utilized to send automated messages to individual students and whole school

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

1. Daily attendance reports and outreach logs
2. Daily lateness logs

3. Weekly and monthly PAR reports from ATS
4. 407 reports
5. Numbers and percentages of students receiving perfect attendance recognition
6. Individual student action plans
7. Global Connect records

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

1. Parent coordinator and guidance counselor will complete individual student action plans for persistently late/absent students by January 31, 2014
2. Attendance team will monitor attendance on a daily, weekly, and monthly basis to track progress
3. School will achieve 95% attendance by March 2014
4. School will achieve at least 96% attendance by June 2014

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

1. Guidance counselor, parent coordinator, instructional coach, and principal are available during attendance reporting each day
2. School staff conducts a grade team meeting to utilize “kid talk” protocols each Wednesday during period 6; this time may be utilized to discuss student-specific issues
3. Monthly Town Hall Assemblies are scheduled into the school day for recognition of progress, including attendance
4. Advisors meet with small groups each morning and afternoon to welcome students into the building and check in with them before dismissal
5. College and Career Foundations is programmed for each student for four periods per week, focusing of soft skills and behaviors needed for college and work
6. Solar 1 project-based learning – a high-interest STEM program provided through visiting teachers, scientists, and engineers – is programmed for all classes on Fridays to promote Friday attendance
7. Morning basketball/soccer/sports and tutoring are made available to promote early arrival of students
8. Principal, instructional coach, teaching staff, and guidance counselor are present in the cafeteria during morning breakfast to welcome students
9. Morning access is being made available to the computer lab to encourage early arrival of students
10. Guidance counselor is allocated funds to plan and coordinate services with Ramapo for Children

**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 school makes use of Global Connect to both alert families to issues of attendance/lateness, but also to notify families of other upcoming events and important announcements. The school also makes use of social media – school website, Facebook, Twitter – to alert parents about school activities, events, awards, etc.

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

X ARRA Race to the Top, Response to Intervention Funding

**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.

By June 2014, at least 75% of 9<sup>th</sup> grade students will discuss counterclaim(s) or alternate claims and evidence at a proficient level or above when writing an argument essay, as measured by the New York City Performance Assessment and NYCPA Common Rubric.

**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.

In October 2013, Energy Tech High School administered the New York City Performance Assessment in English Language Arts to 9<sup>th</sup> grade students, as a baseline and as a component of the Measures of Student Learning (MOSL) program. After administration, rubric training, and team scoring, a small group of teachers shared the data with the whole staff in a professional development session. The whole staff analyzed the data, unpacked the rubric and task, and brainstormed strategies to improve student literacy performance across classrooms. The team focused the discussion on the rubric traits where there were patterns of student misunderstanding – these included Trait 3: Textual Analysis, Trait 4: Counter Claims, and Trait 5: Reading. Additionally, approximately 65% of 9<sup>th</sup> grade students performed below proficiency on

the NYS 8<sup>th</sup> grade Common Core-aligned test. This data, along with the knowledge of the reading and writing skills necessary for students to be successful in an early college and career program, supports a school-wide literacy goal for the 2013-2014 school year.

Energy Tech students will begin taking college coursework, starting with general education courses, in the 10<sup>th</sup> grade. In order to be eligible, students must demonstrate success in an intensive ELA 9<sup>th</sup> grade course and on the English Regents Examination. In planning for the school, college and industry partners identified a series of skills and understandings that students would need in order to be successful in college classes and in the workforce. LaGuardia Community College, Con Edison, and National Grid shared information about the literacy skills needed by incoming college students and workers. Both industry partners shared data from their respective entrance exams, as well as the specific reading and writing skills that are trending as deficiencies. Energy Tech also reviewed syllabi for English and literacy-intensive courses at the college level. These model-specific literacy needs further support school-wide focus in this area.

### **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. Students are programmed into double-period blocks of English Language Arts each day, in order to provide four credits of English and preparation to take the English Regents Examination earlier than what is typical in New York City.
2. Co-teaching and push-in related services are provided to students requiring additional support.
3. Teachers of English, ESL, and Special Education have a daily planning period to support planning and intervention.
4. The grade team meets once per week to discuss student-specific issues and grade-level initiatives, including literacy.
5. The grade team meets after school on Monday afternoons to engage in professional development aligned with the Common Core Standards and the Advance teacher evaluation system (e.g. Danielson Framework for Teaching).
6. The principal, a literacy coach, and other school staff facilitate professional development sessions and content/grade team meetings on a weekly basis.
7. Whole staff is engaged in professional development focused on close reading of complex texts.
8. All teachers will include close reading strategies in units of instruction to support textual analysis and discussion of claims and counterclaims.
9. Teachers will share tasks, strategies, and student work in grade team meetings and Monday professional development sessions.
10. A Special Education teacher will provide morning (before-school) Wilson instruction for the school's most struggling decoders.
11. Teachers utilize Universal Design for Learning (UDL) Principle 1 (Providing Multiple Means for Representation) strategies to provide struggling readers access to text. This is a component of the lesson and unit planning model at Energy Tech, and some strategies include chunking of text, glossing, pre-teaching of vocabulary, providing visual and audio content, etc.
12. Literacy coach will facilitate inter-visitation between teachers to observe and share feedback about close reading strategies.
13. One-to-one and small group tutors assist most struggling students on Tuesday and Thursday afternoons with executive functioning and organization of writing.
14. Literacy coach and an ELA teacher are available to push in to support struggling readers and writers with textual analysis and writing arguments.
15. Saturday Academy will be made available to all students in preparation for English Regents and NYC Performance Assessment in ELA. Instruction will be provided in homogeneous groups and will focus on the skill deficiencies evidenced on the baseline assessment and on other classrooms tasks and assignments.
16. ELA classes are programmed in parallels, in order to facilitate flexible groupings. At the change in semester, the school may make use of blended learning tools, such as Achieve3000 to support diverse reading needs.
17. ELA team shares writing strategies and organizers with whole staff to better support argument writing in other content areas.

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

1. Literacy coach teaches one section of students, and has release time to work with teams and conduct professional development
2. An ELA teacher has a partial program in order to facilitate push-in services for struggling students
3. A Special Education teacher certified in Wilson is provided funding and resources to run a morning reading program for struggling readers
4. Classroom libraries and listening centers were provided and time is allocated in ELA blocks for sustained silent reading
5. ESL teacher and related services providers provide support in a push-in setting to minimize disruption to the curriculum
6. Literacy Team is provided with one period per day for planning and collaboration
7. School staff are allocated one hour per week of funding for after-school (Monday) professional development
8. Literacy coach and other staff facilitate weekly grade team meetings
9. Achievement Coach from CUNY School Support Organization works with College and Career Foundations teacher on a weekly basis to support integration of Common Core Reading and Writing Standards into CTE curriculum

10. Release-time is provided to teachers for inter-visitation
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. NYCPA baseline and end-of-year assessment</li> <li>2. Classroom tasks aligned with Reading Standard 1 and Writing Standard 1</li> <li>3. Staff will implement at least one close reading strategy and at least one argument task by February 1, 2014</li> <li>4. Staff will engage in at least one inter-visitation focused on close reading and arguments by February 1, 2014</li> <li>5. Energy Tech will utilize periodic assessments, in addition to classroom-level data, to monitor progress in selected literacy standards</li> <li>6. Energy Tech will analyze end of year data to measure effectiveness of strategies</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Students will engage in mock English Regents Examination in January 2014</li> <li>2. Students will engage in periodic assessments through April 2014</li> <li>3. Students will engage in NYC Performance Assessment in ELA in June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Funding is allocated to support partial programs for coaches and ELA teaching staff; this supports professional development, coaching, push-in support, and frequent team meetings</li> <li>2. Daily team meeting time is provided for ELA, ESL, Coach, and Special Education teacher</li> <li>3. Per-session funding is allocated for before- and after-school support for most struggling readers and writers</li> <li>4. Parallel programming is provided for ELA to facilitate flexible groupings and support during extended literacy blocks</li> <li>5. ESL services are provided in a push-in format to better support curriculum</li> <li>6. After-school funding is provided to all staff to engage in Common Core and Danielson Framework professional development on a weekly basis</li> <li>7. Weekly grade team time is provided to full staff for student-specific discussions and planning of grade-wide initiatives</li> <li>8. Funding is allocated for procurement of leveled classroom libraries, supplementary texts, listening centers, audio books, etc.</li> <li>9. Funding is allocated to support a focused Saturday Regents Preparatory program in skill-alike groups</li> </ol>

**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).

Workshops will be provided to parents in literacy strategies to support struggling readers and writers, and to understand the literacy expectations of the Common Core and of college-level writing tasks. Jupiter Grades is an online grading platform that the school utilizes to share real-time grades, comments, and other student data with families to include parents routinely in student progress. Both before- and after- school tutoring is being made available to support different family schedules and the needs of students commuting from a long distance.

**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	Title III	Set Aside	Grants
X							

List any additional fund sources your school is using to support the instructional goal below.

X ARRA Race to the Top, Assessment and Curriculum Funding

**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.

By August 2014, at least 65% of 9<sup>th</sup> grade students will have achieved a mark of 80 or greater on the Algebra/Geometry Regents Examination, as is a pre-requisite for college mathematics courses at LaGuardia Community College. At least 75% will have earned a mark of 65 or better to achieve credit.

**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.

Energy Tech High School, as a rigorous college and career ready program focusing on STEM subjects and specifically on engineering, has a deep focus on mathematical understanding. Students at Energy Tech will work through a high school and associate degree program over the course of six years. Students will work through a

sequence of challenging high school and math coursework, which will culminate in college-level Algebra and Trigonometry, as well as college-level calculus. In the associate degree pathway for engineering, Calculus I is a prerequisite for the majority of the technology and engineering courses that students will take, beyond the general education coursework that students will take earlier in their high school experience. In order for all students to take full advantage of the college degree pathway and have equal access to the same competitive wage and high demand engineering careers, it is necessary for Energy Tech to ensure that all students perform at a proficient level in mathematics.

Entry data for the incoming 9<sup>th</sup> grade cohort revealed that only 19% of students performed at proficient or above on the 8<sup>th</sup> grade Common Core-aligned mathematics assessment. 50% of students performed at Level 2, 20% of students performed at Level 1, and 12% of students arrived with no data (e.g. from charter and private schools exempt from NYS 3-8 assessments). Energy Tech administered the Algebra predictive assessment to students in fall 2013, and worked as a team to analyze student performance across classes and focused on standards and skills. The overall test average for 9<sup>th</sup> grade students was 46% at proficient.

Classroom teachers work together on a weekly basis to plan instruction and look at student work and data. The trends outlined in the high-level data correlate with what is observed on classroom assessments (e.g. by reviewing Jupiter Grades data), as well as school scholarship reports for the first marking period. Energy Tech will focus on mathematics Regents data for these reasons.

### ***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. Mathematics courses are programmed into parallel blocks four days per week to provide extended time to master the more rigorous Common Core Standards, and also to address diverse student performance.
2. Co-teaching is provided in Special Education classes to maximize in-class support for most struggling students. In the ICT class, there are two mathematics instructors as well as a Special Education teacher. In another class, push-in SETSS is provided by a special education teacher. This structure allows for flexible grouping, as well as a more optimal student-to-teacher ratio.
3. Mathematics teachers are provided access to the CUNY At Home In College – Harlem Mathematics curricular resources and professional development
4. Mathematics and special education teachers have weekly co-planning and collaboration periods.
5. Mathematics teachers, special education teacher, coach, and principal meet periodically to discuss data, set goals, and plan instruction.
6. Mathematics teachers utilize NYS Algebra I curriculum, as well as resources from previous Integrated Algebra courses, Delta Math, Khan Academy, and Shell Centre, and Harlem Mathematics.
7. After-school mathematics tutoring, Mathematics Club, Robotics Club, and Programming Club are offered to provide math support and enrichment.
8. An additional mathematics/engineering teacher will provide push-in support for most struggling students during math blocks.
9. Solar 1 project-based energy curriculum reinforces foundational mathematics concepts during weekly work sessions in Living Environment course.
10. Energy Tech staff were trained in and continue to develop a school-wide problem solving model. This model focuses unit planning on key skills and habits derived from the Math Practices, STEM proficiencies (NGSS), Common Core industry standards, college readiness skills (Conley), and industry standards. In units across content areas, teachers engage students in tasks that require them to: 1) Make sense of problems; 2) Research and investigate; 3) Develop ideas and solutions; 4) Communicate; and 5) Reflect and revise.
11. One-to-one tutors are provided after school on a weekly basis to support most struggling students with executive functioning, homework, and foundational mathematics skills.
12. Interest and excitement about mathematics and engineering to be supported through regular STEM-, college-, and industry-related field trips, guest speakers, and experiences.

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

1. Three teachers – two with mathematics licenses – are assigned to ICT class
2. Related services are provided in a push-in setting to minimize disruptions to curriculum
3. Weekly co-planning periods are provided for mathematics and special education teachers
4. Math courses are programmed in extended blocks to provide more time for repetition, scaffolding, and application of concepts and skills
5. Harlem Mathematics Program, CUNY At Home in College
6. Funding provided for after-school tutoring and Saturday Regents Preparation classes
7. Additional support to be provided in class by an Engineering/Mathematics teacher

8. FRC Robotics Program
  9. Solar 1 Clean Tech Curriculum
  10. SMART boards for mathematics classrooms, GeoGebra and other software
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Energy Tech will make use of periodic assessments and tasks to assess progress toward goal percentages as follows:
  2. Following the administration of the fall predictive assessment, Energy Tech mathematics department will create a follow-up assessment to better understand performance in critical weakness standards as well as standards with a limited set of questions on the predictive assessment. The department, coach, and principal will analyze resulting student work in order to set goals for Spring 2014.
- D. Timeline for implementation and completion including start and end dates**
1. Energy Tech mathematics department will restructure Spring 2014 units of instruction to provide scaffolded options for warm-up activities for ICT class. Additionally, the ICT class agenda will include flexible grouping time for basic numeracy and skill-alike practice on a weekly basis.
  2. By April 2014, periodic data will reveal at least 55% proficiency.
  3. By June 2014, Regents data will reveal at least 65% proficiency.
  4. By August 2014, Regents data will reveal at least 70% proficiency (80+).
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Extended blocks of mathematics instruction four days per week
  2. Additional staff to reduce student-to-teacher ratios in classes with SWD
  3. Weekly planning time, as well as funding for after school professional development and periodic planning retreats
  4. Harlem Mathematics program
  5. Mathematics cross-curricular connections facilitated through FRC Robotics and Clean Tech

**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).

School utilizes Jupiter Grades in order to provide families and students real-time access to grades and progress reports. Workshops will be provided to families during the school year to support families with understanding of Common Core and college mathematics expectations, as well as strategies and resources to support at home (e.g. Delta Math, Khan Academy, etc.) School will make use of Global Connect, website, and social media to communicate with families about opportunities for academic support – such as tutoring, additional home resources, and Saturday Academies.

**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	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								
X ARRA Race to the Top Assessment and Curriculum Funding								

**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.

By August 2014, at least 70% of 9<sup>th</sup> grade students will be eligible for a 10<sup>th</sup> grade college course, as will be evidenced by scholarship and Regents report data – specifically a grade of 75 or better on the English Regents examination.

**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.

A 9-14 early college and career program, Energy Tech blends high school courses, an associate degree in an engineering pathway, and industry and workplace experiences to prepare students for high demand and competitive wage careers. Early in the program, it is necessary to move through high school coursework at an accelerated pace in order to earn a high school diploma, an associate degree, and technical credentials in only six years.

First marking period scholarship reports that approximately 88% of students were on track to earn all credits attempted, but baseline data for ELA and mathematics

revealed that only approximately 50% of students were on track to pass the Regents examinations (Common Core aligned baseline assessments). Additionally, anecdotal information collected by Advisors revealed that a preponderance of students – as of the fall semester – did not fully understand the early college or early career components of the 9-14 Energy Tech program. It was determined that special focus needs to be on advisement, in addition to the academic support that will be provided particularly in English Language Arts and Mathematics

**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. Teachers were trained in Advisory strategies and co-developed the structure for advisement in the school.
2. Guidance counselor created curriculum modules and banks of activities to be used.
3. Energy Tech staff met to discuss the efficacy of advisement on Election Day.
4. Staff and guidance counselor made adjustments to the weekly plan for Advisory based on student data and teacher feedback.
5. College and Career Foundations (CCF) coursework will include a weekly class in the computer lab to create plans for academic improvement and to access Jupiter Grades reports.
6. CCF class will also give students time to develop and refine ePortfolios using Digication system.
7. Principal, Guidance counselor, and other partners will create a progress tracking template for all students.
8. Energy Tech will participate in a mid-year retreat to analyze student data (e.g. scholarship reports, mock Regents, periodic assessments, performance tasks, etc.)
9. Energy Tech staff will engage in professional development to develop Student-Led Conferencing protocols and strategies.
10. Energy Tech staff will analyze and evaluate student progress trackers to identify tiers of students prepared/unprepared for 10<sup>th</sup> grade college class.
11. Spring Advisory will prepare students for Student-Led Conferencing.
12. Early College Liaison will facilitate work group to plan summer college readiness activities to facilitate smooth transition into college coursework.
13. Energy Tech staff will begin needs assessment and preliminary plan for students projected to be unprepared for 10<sup>th</sup> grade college course.

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

1. Principal, guidance counselor, instructional coach, and teacher to develop foundation for Advisement
2. Whole school staff serves as Advisors
3. ILT analyzes student data on an ongoing basis
4. College and Career Foundations teacher dedicates weekly session to progress monitoring and goal setting
5. Early College Liaison, Early College Program Associate, parent coordinator, Industry Liaison facilitate/participate in work groups

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

1. Marking period and semester scholarship reports
2. Jupiter grades and anecdotal records
3. ePortfolios
4. Regents data
5. Progress Trackers

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

1. By February 1, 2014 at least 80% of students earning requisite credits
2. By June 30, 2014 at least 50% of students earning 75/80 benchmark scores on Regents
3. By August 31, 2014 at least 65% of students earning 75/80 benchmark scores on Regents

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

1. Digication ePortfolio to be provided through partner LaGuardia Community College to facilitate progress-tracking and compilation of a portfolio of best works
2. Jupiter Grades provided by the school to facilitate student self-monitoring of academic progress, as well as weekly check-in sessions with Advisors
3. Instructional Leadership Team (ILT) to oversee credit accumulation and school-level data
4. Double blocks of ELA to facilitate accelerated credit accrual
5. Before-, after-school, and Saturday academic support sessions
6. College and Career Foundations coursework focusing on the soft skills needed for success in college and career
7. Weekend retreats for staff to engage in 9-14 model development activities

**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).

Parent coordinator will be hired to support communication and workshops for families about the 9-14 model; Jupiter Grades and other online and social media to be used to apprise parents of student progress; Student-led conferencing protocols to be used to engage students and families in deep discussions about student work and progress

**Budget and Resource Alignment**

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

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

X In kind support through partnerships

**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.

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

1.

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

1.

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

1.

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

1.

**E. 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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>Extended time is folded into the school day at Energy Tech, based on the belief that every student at the school will need additional academic support and intervention in order to effectively participate in a rigorous early college and career program, with college coursework starting as early as 10<sup>th</sup> grade.</p> <p>This time allows for extended blocks (100 minutes daily) of ELA instruction for all students. Additionally, AIS services are supported by the assignment of additional teachers to co-teach and push in to classes. An ELA teacher and Coach teach abbreviated programs in order to be available for targeted support of students in other classrooms, as needed and as evidenced by data.</p> <p>Push-in and co-teaching services include parallel teaching, station teaching, small-group instruction, pre-teaching of vocabulary, use of scaffolded graphic organizers, etc. There are also opportunities for small skill-alike pull-out groups during extended literacy blocks.</p>	<p>In-class, small-group, one-to-one – depending on student need and alignment with the content/skills assessed.</p>	<p>During the school day, with after- and before-school options outlined in the “At Risk Services” section.</p>
<b>Mathematics</b>	<p>Extended time is folded into the school day at Energy Tech, based on the belief that every student at the school will need additional academic support and intervention in order to effectively participate in a rigorous early college and career program, with college coursework starting as early as 10<sup>th</sup> grade.</p>	<p>Small group, one-to-one as needed</p>	<p>During, after school, Saturday Academies</p>

	<p>In mathematics, ICT classes are taught by 3 instructors – 2 math teachers and a special education teacher. SETSS support is also provided in a push-in model. This helps reduce the ratio of students to teachers in the class, and increase individualized instruction through small, flexible groupings and varied co-teaching models.</p> <p>Mathematics – and other courses – offer extensive opportunities for reflection and revision – through lunch-time and after-school test correction sessions.</p> <p>At the midyear point, the engineering/mathematics teacher will additionally be made available to push into classrooms to support struggling math students through in-class tutoring and scaffolded instruction.</p>		
<p><b>Science</b></p>	<p>Extended time is folded into the school day at Energy Tech, based on the belief that every student at the school will need additional academic support and intervention in order to effectively participate in a rigorous early college and career program, with college coursework starting as early as 10<sup>th</sup> grade.</p> <p>An ESL teacher pushes into the Living Environment class to provide ESL support to one beginner ELL as well as other struggling literacy students. Additional print materials – written at a lower Lexile level – are sent home with students, as well as online and computer resources as needed. After-school tutoring is available in a small-group or one-to-one basis.</p> <p>At the change in semester, given achievement data, a special education teacher will co-teach this class for students in need of additional support</p>	<p>Small-group, one-to-one as needed</p>	<p>During school, after school</p>

	and intervention.		
<b>Social Studies</b>	Social Studies is not offered at Energy Tech in grade 9. Extended blocks of literacy and mathematics are provided to build a strong foundation for accelerated early college coursework in the 9 <sup>th</sup> grade year.	See previous.	See previous.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>In addition to mandated counseling services, the guidance counselor meets with individuals and groups in crisis, at risk of failing, etc. on an as-needed and weekly basis. This includes students returning from hospitalization, extended absence, and incarceration.</p> <p>The attendance team also delineates plans for students identified as “at risk” based on attendance data.</p> <p>Special supports are provided for young women, who are greatly underrepresented. This includes guest speakers, mentors, special field trips and events, etc. They are also provided a single-sex Advisory group.</p> <p>Wilson classes are offered to students before school three days per week. This is required for some students, based on reading intake data, and is provided by a special education teacher.</p> <p>Saturday Regents academies are offered for Living Environment, English, and Mathematics – 12 Saturdays in Spring 2014.</p> <p>After-school speech and language and “resource room” support is provided for students who demonstrate difficulties in class, but who do not qualify for IEPs. Intensive one-to-one tutoring is additionally offered to lowest-performing students before and after school.</p> <p>Students are assigned to Advisors in groups of no more than 14. Students</p>	Services are provided in small groups or one-to-one depending on student need.	Services are provided before, after, and during school, as well as on weekends.

check in with their Advisor and groups each morning and afternoon. In Advisory, students review Jupiter Grades, discuss problems, and engage in team-building activities. Advisors communicate with families and report issues to the guidance counselor or principal on a regular basis.

Finally, a Spring mentoring program is being developed by the Early College Liaison and Early College Program Associate to address motivation and goal-setting for a small group of students identified as “at risk” for a combination of academic, social, and emotional factors. These students will be participate in a series of trips, events, and mentor meetings during the Spring semester as part of individual plans.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.			
	<b>School Wide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

In recruiting teachers and other staff for Energy Tech High School, advertisements were posted through the Department of Education New Teacher Finder and other portals, through high-traffic external sites, through the CUNY schools of Education, through high-performing teacher preparation programs (e.g. Math for America, Teaching Fellows, Columbia University, etc.), and through a network of experienced education professionals. In subsequent years, Energy Tech will continue to recruit through these avenues, and additionally through college and industry partnerships.

Leadership and team facilitation opportunities are presented to staff in order to better distribute leadership responsibilities, and also to develop and strengthen a pipeline of supervisory capacity at Energy Tech. Teachers are sent out on a monthly or quarterly basis for professional learning, particularly in the areas of facilitative leadership. Two teachers participate in a monthly CUNY-run leadership institute; one teacher participates in a monthly city-wide inquiry team, etc. In-house professional development happens in content and grade teams, as well as through ARRA-funded weekly after-school professional learning focused on the Common Core Standards and the Danielson Framework for Teaching.

The school makes use of an instructional coach, a part-time mentor, and other school staff (e.g. CUNY SSO staff, Early College Liaison, Early College Program Associate, and will additionally hire a Parent Coordinator and Industry Liaison during SY 2013-2014) to develop instructional, leadership, and 9-14 model capacity. Teachers and other staff are periodically engaged in industry activities, such as site visits and participation on steering and sub-committees, on a regular basis.

**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 school program allocates time for daily and weekly team meetings for staff, as well as bi-weekly faculty meetings. The school program will also make time for weekly Instructional Leadership Team (ILT) meetings at the midyear point to drive targeted professional development and inquiry around student data for the Spring term. This will support leadership development and coaching capacity for teams and teachers at Energy Tech. Teachers meet on a weekly basis after school for Common Core and Teacher Effectiveness professional development. This is planned in collaboration between the principal, instructional coach, a CUNY consultant, and other school staff.

The principal attends monthly professional development facilitated by CUNY PSO, and participates in occasional webinars offered by the Leadership Academy targeted for new principals. The principal also works with a Leadership Academy mentor offered through the Office of New Schools, as well as a mentor funded through CUNY – Dr. Claudette Tableman.

**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.).

Energy Tech utilizes funds to provide intensive tutoring, academic, and counseling support for students in crisis. Additionally, students who are identified have access to additional home learning materials, additional dress code shirts, and other school supplies.

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

A portion of the program resources are used to provide academic intervention within the classroom to students, as after school programming will reduce impact for high school students, especially those with family and work commitments. Participating students will receive targeted assistance via after school tutoring programs provided by school staff. In addition, 9<sup>th</sup> grade targeted assistance students will receive additional Regents-Preparatory tutoring and in smaller group sizes in Integrated Algebra, ELA, and Living Environment in the spring term, leading up to their first administration to these students. The school uses Common Core Standards as the fundamental guide in creating engaging, enriching curriculum to meet the needs of our diverse student population. As a Career and Technical school, our focus has been proving problem solving strategies and applied learning tasks with traditional academic subject areas to increase student engagement and accelerate their learning. We use Title 1 funds to extend the school day for targeted students and also have programmatic support within the school, including additional staff members, who work to coordinate learning experiences for students outside of the traditional school day and year.

**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).

The staff members that implement targeted assistance programs are also the instructors in the regular educational program. Student achievement data in their regular education classes will be used to target students and skills in this program. The goal is for the intervention programs to provide seamless support for student success in the regular education program

**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.

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**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;
- **Providing multiple online resources for parents to get timely information – Jupiter Grades, school website, social media outlets, etc.**

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;
- Hire a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator and guidance counselor will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 <b>30</b>	Borough <b>Queens</b>	School Number <b>258</b>
School Name <b>Energy Tech High School</b>		

### 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 <b>Hope Barter</b>	Assistant Principal <b>N/A</b>
Coach <b>Karin Wissmann</b>	Coach <b>N/A</b>
ESL Teacher <b>Tania Mohammed</b>	Guidance Counselor <b>Dayana Quinones</b>
Teacher/Subject Area	Parent <b>vacancy</b>
Teacher/Subject Area	Parent Coordinator <b>vacancy - in process</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>118</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>6.78%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										3				3
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	0	0	0	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	7

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	2	0	0	4	0	0	2	0	0	8
Total	2	0	0	4	0	0	2	0	0	8

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

## 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)										1				1

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)										2				2
Advanced (A)										4				4
Total	0	0	0	0	0	0	0	0	0	7	0	0	0	7

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	4	4			8
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	4		4						8
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	1		6		1				8
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.

At Energy Tech High School, we began our inaugural year by administering a school-created and Common Core aligned ELA baseline, in which all of the students were assessed on their reading and writing skills. The data revealed that our group of ELLs require additional support in developing their literacy skills, especially in terms of decoding, comprehension of grade-level texts, writing counterclaims, citing evidence from text, and self-start skills. Students were also given a reading intake assessment, and additional data about decoding and fluency was gathered that substantiated these data trends. This data informed our groupings of students, the purchasing of supplementary materials (e.g. listening centers, audiobooks, Wilson Program, and Achieve3000). The data also impacted the master schedule, and the assignment of ELL teacher services. Finally, this data has been used to inform daily common planning between ELA, ESL, Special Educator, and Related Services teaching staff.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data revealed that out of the eight ELLs, in their first year at Energy Tech, four are Advanced, three are Intermediate, and one is a Beginner. Out of the four advanced ELLs, two did not meet the proficiency requirements to pass out of the ESL program because they scored one to two points lower than the raw score required for the Writing modality, while the other two Advanced ELLs did not reach proficiency because they scored one to two points lower on the Listening modality. Additionally, the preponderance of students struggled with Listening and Writing. Only one of the students scored less than proficient on the Speaking modality - a Beginner student who also has an IEP. The data also indicates that five of the eight ELLs have an IEP. This is a consideration for our co-planning between ESL and Special Education teachers on a daily basis.

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](#))

The patterns indicated by the NYSESLAT modality proficiencies will most affect instructional decisions in the area of Listening and Writing. All students, including Advanced level students, require additional support in writing. Writing scaffolds will continue to be built into the ESL support class units, and writing performance tasks will also be addressed in the support class with additional interventions by the ESL teacher and content area teachers after school. Specific training will be given to all students in the various NYSESLAT modalities, with special attention paid to Listening and Writing. Listening sections will also be built into periodic assessments of ELLs to increase listening skills and stamina. These patterns further substantiate the need for our daily common planning period between ELA, ESL, Special Education staff. This period is facilitated by a Literacy Coach to ensure that students are making progress in alignment with Common Core standards. Finally, this impacts how the ESL teacher provides services in other literacy-intensive core classes. For School Year 2013-2014, the ESL provider additionally pushes into the Living Environment course to support students with listening and writing using ELA and ESL strategies.

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?

More information on ELL period assessments will be available for Energy Tech at the end of our first year when the students have taken the NYSESLAT. No information regarding tests taken in the native language is available for our ELL students at this time, as they have not taken the Spanish LAB.

Protocol for use of periodic assessments for ELLs will be consistent with the use of periodic assessments in other subjects. Data will be analyzed by the literacy team or the school's Instructional Leadership Team (ILT) to identify patterns and trends. This information will be communicated to the full staff in a weekly grade team meeting. Students of concern will be discussed using a protocol during this time.

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](#).)

Our school does not utilize this framework at this time.

6. How do you make sure that a child's second language development is considered in instructional decisions?

As a new school, we are implementing both curricular and extracurricular opportunities for ELL students to encourage both their acquisition of English and their maintenance of their native linguistic and cultural integrity. In the classroom, students are encouraged to draw connections between their native and second languages. In our small staff, the Special Education teacher, ELA teachers, and

the ELL teacher meet daily to discuss struggles that ELL students might be facing. Additionally, the ELA team implements supplementary literacy strategies in the ELA curriculum such as sentence starters, graphic organizers, and vocabulary instruction. The school also has extracurricular activities that encourage and promote cultural diversity through clubs such as film and urban explorers. These clubs and activities provide opportunities for students to integrate their own culture with that of others and be more culturally diverse.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

Our school does not offer this programming.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Data analysis sessions are run during every grade team meeting by our Instructional Coach. Because this is our inaugural year at Energy Tech, we plan to compare students' scores on periodic assessments, which emulate the tasks found on the NYSESLAT, and their 8<sup>th</sup> grade NYSESLAT data in order to see where gaps in skills are. This data will then be reevaluated using in-house ELA and ELL assessments halfway through the year.

The school is also making use of goal setting for individual students based on their performance on baseline assessments and on the NYSESLAT. The ESL teacher will use these goals to measure progress based on routine classroom assignments.

## Part IV: ELL Identification Process

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

- 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 protocol followed for the initial identification of ELLs begins with the administration of the Home Language Survey. This survey is given in English by the certified ELL teacher to the student and his or her guardians. This TESOL K-12 certified provider determines whether the student is eligible for the LAB-R should the conversation reveal that their home language is one other than English. The LAB assessment is then administered within the first ten days of the school year to determine ESL eligibility.
- 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.  
Since Energy Tech is within its first year, parents will have received entitlement letters explaining their options within the New York City Department of Education, being Transitional Bilingual, Dual Language, and Freestanding ESL, so that they might make informed decisions regarding their children's language acquisition and education. In future years, we plan to invite all parents of ELLs to view videos in their native languages that explain these options. If parents wish for their children to be placed in a Transitional Bilingual or Dual Language programs, we will use our knowledge of and relationship with schools in the New York City Department of Education that offer these programs, because at this time only Freestanding ESL classes are offered at Energy Tech.
- 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 [\[see tool kit\]](#).)  
Upon the return of entitlement letters, Parent Surveys and Program Selections forms are stored within a locked drawer in the students' cumulative files within the school's main office so that accurate records are begun and maintained.
- 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 identify students as ELLs, the steps that we have set in place during our first year have been to administer the Home Language Identification Survey by the certified ELL teacher, and to provide the families with translators of their own native language if it is not Spanish - the school's bilingual guidance counselor. If the home language is identified as English, further assessment is not required. If the home language is identified as a language other than English, the student is then administered the LAB-R. Those students that score below "Proficient" on the LAB-R are then informed of their eligibility for services. Letters of entitlement are provided to the parents in their home language, and then students are enrolled in the programs their parents have selected.

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.

Students are currently being prepared to take the New York State English as a Second Language Achievement Test in April 2014. The test has yet to be administered at Energy Tech within its first year. Designated times were put on the school calendar, and notices were distributed to students, parents, and teachers about this. Separate location and staffing was identified for the proper administration for each student. Periodic assessments were procured to provide mid-year projection data to inform instruction and intervention services.

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.  Since Energy Tech is only within its first year, we have not yet collected sufficient data from Parent Surveys and Program Selection forms to examine trends. If a trend appears that parents wish that their children attend Transitional Bilingual or Dual Language classes and that the population grows, we envision the introduction of courses and support in students' native languages in the years to come. Partnered with LaGuardia Community College, we will work with faculty and other network schools with successful dual and bilingual programs to establish strong programs for these students.

## 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])?

ELL students at Energy Tech are taught in a push-in setting, in which the class is comprised of heterogeneous proficiency levels. The multiple proficiency levels are addressed through individualized assignments and conferencing. The push-in setting where the Special-Ed teacher, ESL teacher, and the ELA content teacher supports the students allows the students to receive individual support. Due to the small number of ELLs in the school's first year, students are heterogeneously mixed in a block for all core subjects. ESL is provided in a push-in model for Intermediate and Advanced students, with supplementary pull-out support for Beginning students. All ELLs receive co-teaching for a double block of ELA - 37.5 minutes of intervention time is included in the day to better support language acquisition and literacy development in our rigorous early college program. An ELA teacher and literacy coach are additionally available for push-in support in other classes as needed when data trends indicate that our struggling students receive added literacy support - both ELLs and non-ELLs. ESL is additionally provided for Beginner students in the literacy-intensive Living Environment class to ensure equal access to the content.

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)?

The ESL teacher provides two periods of support in ELA. Currently all of the ESL students are in the same ELA class. Additionally, ELA is a double-block class, which means that each student receives 90 minutes of support each day. Ninety minutes of support in ELA every day meets the necessary requirement of instructional minutes for all of the Advanced and Intermediate students, as 180 minutes are required for Advanced ELLs and 360 minutes for Intermediate ELLs. However, since there is a Beginner who requires 540 minutes of ESL service, the ESL teacher pushes-in to the science class four times a week and provides one-on-one support once a week.

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.

Within our Freestanding ESL class at Energy Tech, teachers frontload vocabulary for the content areas and teach the students how to decode difficult text passages using an ELMO and an LED projector or SMARTboard. Teachers also create flashcards and use a Word Wall to help with vocabulary acquisition. The vocabulary words are aligned with the unit that is taught and are academic terms. Additionally, in every class period, students have fifteen to twenty minutes of independent reading time and they are allowed to pick their books. Independent reading helps student build stamina as well as cultivate a love for and interest in reading, especially since books of all levels and genre are available- including graphic novels. Further, in every class period, different students participate in one-on-one reading conferences with the Special-Ed teacher, during which time the Special-Ed teacher reviews strategies to aid comprehension of grade level content area texts, assessed their implementation of these strategies, and then brainstorms new strategies to continue working. Throughout the first year of our ESL program, our ELL students will be participating in a series of interest-based units in which they will close-read and analyze informational and fictional texts, as well as build their English writing literacy through writing evidence-based analytical essays. Since there are three students supporting the ELA class, the ESL students receive individualized attention which helps improve upon and fill in many of the gaps students have in their literacy skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Because we do not offer Dual Language or Transitional Bilingual programs at Energy Tech, ELLs are not evaluated in their native languages at our school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The assessment model at Energy Tech is based on final performance tasks at the end of every marking period. Content area teachers create these projects to assess all students (ELL and non-ELL) in reading, writing, speaking, and listening within their content area. As the ESL teacher, I meet with the ELA and Science teachers regarding the performance tasks to ensure that necessary scaffolds are provided for these students. During the performance task session of a marking period cycle, the teachers focus on the successful completion of these tasks by offering any additional support and time ELL students need.

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).

There are currently no identified SIFE students at Energy Tech, but when it is suspected that a student is SIFE, additional support will be made available for the student. Further resources for native language literacy will be researched beyond our first year. There are currently no newcomer ELLs at Energy Tech. The ELL students that currently attend Energy Tech that have been receiving service for 3 to 7 years range from Beginner to Advanced levels on the NYSESLAT. Instruction for these students is differentiated through scaffolded graphic organizers and the availability of bilingual dictionaries if desired. Five of the long-term ELLs at Energy Tech also possess IEPs that are taken into account when differentiating instruction for these students. NYSESLAT scores from prior years have been examined, as well as IEPs and former test scores. During reading conference time, these students are also assessed in their writing to determine gaps in learning. These gaps are being addressed through writing revisions, vocabulary instruction, and after-school tutoring. Additionally, former ELLs have been monitored through their literacy block classes and ELA progress.

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?

Teachers at Energy Tech have been able to provide ELL students with bilingual and English language dictionaries for individual reference. They also make all content accessible through various entry points, such as videos, word walls with graphic representations of concepts, and posters. Different strategies for approaching and decoding content area texts (particularly Social Studies, Science, and Math) are reinforced in Literacy and ELL Support classes.

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?

Students at Energy Tech have an extended day program, which lengthens block periods for ELA. Sections of students are programmed in parallels, so that students may be pulled and flexibly grouped during these blocks. As the school and ELL program expands, this will facilitate need-alike groupings during the context of the ELA class. Additionally, technology will be made available during this time for literacy practice with online tools, such as Achieve3000. Students have access to tutoring before and after school in ratios as small as 1:1, as teachers, literacy specialists, and related service providers are allocated per-session funding for deep literacy and executive function practice. Finally, Energy Tech makes use of common planning time and co-teaching to provide ESL as much as is appropriate in a push-in setting. This is vital for ELLs and SWD to achieve IEP goals and attain ELA proficiency within the LRE. ELA and Mathematics blocks are all instructed by three teachers to facilitate small group instruction. Finally, this co-teaching model is particularly supportive for our ELL-SWD population, which currently comprises the majority of our ELL population. The blend of co-teaching and daily planning enable ESL and Special Education teachers to analyze data, plan goals, synchronize strategies, and monitor progress as a seamless team.

**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:			

**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


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

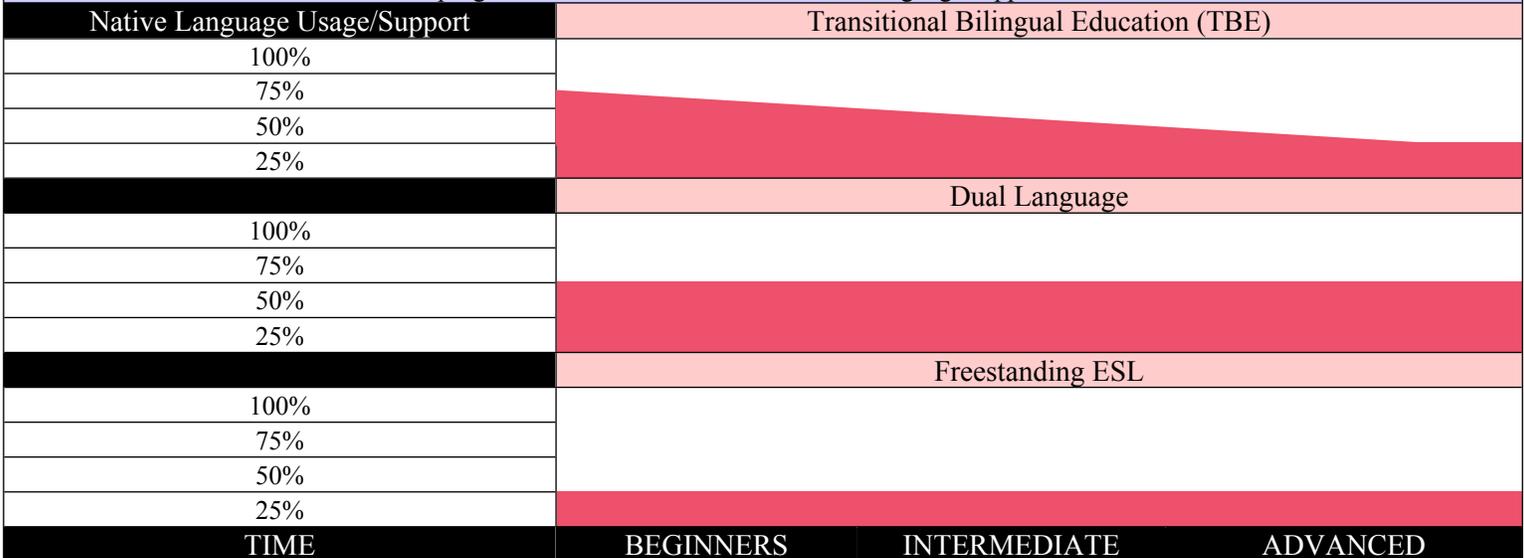
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**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.

Content area teachers at Energy Tech each offer afterschool interventions for struggling students, and will advise ELL students to attend these weekly sessions. These sessions occur for Science, Math, English, Engineering, and Work-Based Learning. Every week, students will meet with advisors, where the advisors will go over the students' grades and hold conferences regarding next steps to improve in subject areas where students need additional support. Additionally, ELL students will meet with the ESL teacher to identify skill gaps. All of the previously mentioned services are provided in English. Finally, a literacy teacher, a math teacher, and an instructional coach are assigned programs with availability to push in to support struggling students flexibly as needed.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program will be further evaluated at the end of our inaugural year. The students' NYSESLAT scores will be compared with their scores from their 8th grade year. The effectiveness of our program will also be measured according to the individual performance of each student. Our beginner student, for example, has been spending more time developing her listening skills and using that to her advantage when working in groups. Additionally, the students who are Advanced will be measured on how well they have mastered their listening and writing skills. Students' performance on the performance task will also be taken into account in evaluating the effectiveness of our ELL program at the end of this year.

11. What new programs or improvements will be considered for the upcoming school year?

As our staff and student body grow at Energy Tech in the coming years, it is planned that ESL provider will provide further ESL instruction in content areas other than just English and Science. Further improvements and programs will be considered at the end of this academic year.

12. What programs/services for ELLs will be discontinued and why?

At this point of time in our first year as an institution, no ELL programs or services will be discontinued. Programs and services will be up for review at the end of this academic year for effectiveness and student need.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Apart from academic support and access offered to ELLs at Energy Tech, we also work to incorporate the interests and identities of all students, ELL and non-ELL in to our engineering focused school. Because the industry of our CTE school is National Grid and Con Edison a number of our extracurricular activities allow the exploration of students' interests in mathematics such as computer programming and math club. ELL and non-ELL students have joined these clubs where they are learning about computer codes and learn to solve complex and high-interest math problems. Additionally, we also offer other clubs such as arts and crafts club, which many of the ELLs have taken interest in. In arts and crafts, students are enthusiastic about expressing themselves through scrap-booking, origami, and calligraphy. Furthermore, ELLs and non-ELLs have are in advisories of 12-14 students in a heterogeneous setting, which are led by Energy Tech administrators and staff members. The purpose of advisory is to help establish a community and school culture where students feel safe and are encouraged to voice any concerns they may have. Finally, the community of multilingual speakers at Energy Tech is large, and other students (and staff members) translate for students and their family members when necessary at school events.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All content area classrooms are supplied with an ELMO and LED projector. Many of the classrooms are also equipped with a Smartboard to aid instruction through visual connections. Additional equipment and technology such as computer, science, and engineering labs will be available as the year progresses. Moreover, all of the classrooms will have a Smart board by the end of the year. Students also have access to bilingual and English language dictionaries in every classroom, and students may also refer to word walls, charts, and posters that act as visual aids in the classrooms. Finally, there are also ESL specific resources available to ELLs from Cengage and Hampton Brown.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

TBD

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All students at Energy Tech in its initial year are in the 9<sup>th</sup> grade. All ELL students have access to grade level texts and text books as designated by the Common Core Standards. In ELA, for example, students read 9<sup>th</sup> grade fiction texts, and will also view videos, create graphic organizers to better comprehend text, and will work with the ESL teacher to decode more difficult texts. Another example is that in science, students are provided additional support in the ICT setting and receive individual tutoring interventions after school. In their ELA class, ELL students are pre-exposed to vocabulary to help them tackle more difficult concepts in class.

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.

Within our first year at Energy Tech, all students and their families were personally greeted by staff members over the phone and invited to attend a two day orientation, and these orientations will continue to be a crucial part in the development of our school culture. These orientations will be especially important in the welcoming of newly enrolled ELLs in our school. In the coming year, a parent orientation for all ELL students will be held on school grounds with an informal gathering and orientation to the school, followed by a formal introduction to ELL services provided by the school and what options are available to parents and their students in the DOE.

18. What language electives are offered to ELLs?

At this time, no language electives are offered to ELLs due to our new school's small staff size. It is planned that native language literacy will be offered to ELL students in order to provide them the necessary support to improve their English language literacy skills.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. 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)?

Energy Tech does not offer a dual language program at this time.

### **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.

It is planned that the certified ESL teacher on staff will be attending professional development provided both by the CUNY network and by the Department of Education for both compliance and improved instructional strategies. In school training will be provided to ESL teacher and other school staff by the instructional coach, who is additionally ESL certified, and by the bilingual guidance counselor. This will take place during weekly after-school professional development sessions funded by the school.

Professional development surrounding the Common Core Learning Standards has been attended by the ESL teacher during the summer and on an ongoing basis. As indicated above, this training is woven into after-school Common Core aligned PD for all school staff to ensure that the school community is planning for Common Core transition with diverse learners in mind.

Because this is the first year at Energy Tech and only high school students are being serviced, transitional services are not yet provided.

Professional development sessions for content area teachers of ELLs will be provided during Staff Professional Development days, which occur every Monday. Individual student case conferencing also occurs during Grade Team Meetings, which take place every week on Wednesdays. Content covered in the PD sessions includes how to create word walls with pictorial representations of words, and how to provide scaffolds for text decoding in content area textbooks. A google document with all ELL resources is available for all teachers to access.

## **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?

All parents at Energy Tech have been encouraged to join and participate in the Parent Association (PA) in our inaugural year. At this time we do not partner with any Community Based Organizations to provide workshops for ELL parents, but we hope to pair with one in the coming year as our student and family population (and likely ELL population) grows. This CBO would focus on providing English language classes, orientation to DOE services, and access to translators. Additionally, I, as the ESL teacher, would like to offer ESL classes to parents in the near future. We also plan to hold multicultural nights to reflect the global nature of our diverse school in which ELL parents in particular will be encouraged to participate with their children. The needs of parents are evaluated through the HLIS, and through the two-day student and family orientation that occurred during the summer. Our staff is fortunate to have a principal and guidance counselor that are bilingual in Spanish and English, so that parents in need of Spanish-English translation services are easily provided these. Additionally, I am fluent in Bengali and conversational in Urdu/Hindi which will be useful if we have Bengali ELLs in the future. We hope that as our staff grows that further language services will be provided.

## **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.

## Part VI: LAP Assurances

**School Name: Energy Tech**

**School DBN: 30Q258**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hope Barter	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Tania Mohammed	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Karin Wissmann	Coach		1/1/01
	Coach		1/1/01
Dayana Quinones	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01