



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: INFORMATION TECHNOLOGY HIGH SCHOOL

DBN (i.e. 01M001): 30Q502

Principal: JOSEPH E. REED

Principal Email: JREED@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: NATHAN DUDLEY

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
Joseph E. Reed	*Principal or Designee	
Patricia Lectora	*UFT Chapter Leader or Designee	
Yvette Kemp	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kiara Kennedy Onatah Jeffers-Peña	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dorothy Kennedy	Member/ Parent	
Claudia Manga	Member/ Parent	
Leroy Jolliffe	Member/ Parent	
Jorge Cordero	Member/ Teacher	
Natalie Hyde	Member/ Teacher	
	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the number of students in Cohort R scoring 65% or higher on a NYS Global Studies Regents exam will increase by 5% over the Q cohort.

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.

According to the most recent RESI report, the number of students in cohort Q scoring a 65% or higher on the NYS Global Studies Regents exam during the 2012-2013 school year was 112 out of 232 for a passing rate of 48%. Additionally, the Weighted Regents Pass Rate for the Global Studies Regents exam on the 2012-2013 NYC Progress Report was 0.60, down from 1.22 on the 2011-2012 NYC Progress Report. Also, a four-year longitudinal view of the RESI reveals that the average Reading Proficiency per cohort has dropped .33 points. The average Reading Proficiency for Cohort R is 2.74, down from 3.07 in Cohort O.

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. Activity-Restructure Global Studies sequence and ensure appropriate programming of grade 10 students in the school-wide lowest third
 - Based on data reviewed during the 2010-2011 and 2011-2012 school years and the declines we observed in the average Reading Proficiency of succeeding cohorts, the Data Team recommended a change in structure where freshmen in the school-wide lowest third would receive 2 periods of ELA and no Global Studies. The team further recommended that sophomores who did not receive Global Studies in the ninth grade be scheduled for double period Global Studies in the tenth grade. Additionally, the Data Team recommended that credit recovery be eliminated except for students whose cohort has graduated and that it is offered only during summer school. Students who fail a course would be required to repeat the course during the next available semester.
 - Programmer, Assistant Programmer, and Guidance Counselors scheduled grade 10 students for appropriate courses
2. Activity-Revise curriculum in response to assessment data
 - During Department Team meetings held twice each week, Social Studies teachers reviewed results of the grade 8 NYS ELA test and as well as formative assessment and reviewed item analysis of 2011-2012 NYS Global Studies Regents exams and revise curriculum maps and syllabi so that a common curriculum map and syllabus is generated for each course code
 - During meetings with individual teachers and Assistant Principal responsible for Social Studies reviews curriculum maps and syllabi with teachers and department team and provides feedback
 - Social Studies Department Team continues to monitor and revise curriculum and student goals based on results of midterm and final exams and meets regularly with consultant from Teaching Matters Inc. (TMI) to review curricular alignment with CCLS standards
3. Activity-Align assessments to CCLS standards as well as NYS Global Regents exam
 - Social Studies teachers meet with students to set instructional goals based on grade 8 NYS ELA test and as well as formative assessments
 - Social Studies department team revise Global Studies midterm and final exams to align with CCLS standards
 - Data Team reviews revisions and provides feedback to Department Team
 - Social Studies teachers administer midterm and final exams
 - Social Studies teachers meet weekly as a team to discuss student work and assessment results, share instructional practices, and revise curriculum as needed
4. Activity-Align professional practice to Danielson Framework and provide ongoing professional development on strategies aligned with the framework
 - All teachers will participate in six cycles of Danielson aligned Instructional Rounds with 2 cycles focusing on 3c-Engaging students in learning, 3b-Questioning and discussion techniques, and 3d-Using assessment in instruction. All teachers will serve on a heterogeneously structured team that engage in norming process, observe peers, and generate rating and feedback for peers. All Instructional Rounds are coordinated by IR Coordinator and facilitated by Instructional Leads
 - All teachers will be observed by heterogeneously structures teams during six cycles of Danielson aligned Instructional Rounds with 2 cycles focusing on 3c-Engaging students in learning, 3b-Questioning and discussion techniques, and 3d-Using assessment in instruction. All teachers will complete a midyear review of feedback and generate action plans to support improvement in instructional practice

- School will provide ongoing professional development each Monday afternoon to share best practices and support implementation of Danielson aligned strategies that support student engagement, questioning and discussion techniques, and student assessment
- School will monitor and revise PD based on data from instructional rounds

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

1. Assistant Principal Guidance, Data Specialist, Data Team, Programmer, Assistant Programmer, and Guidance Counselor
2. Social Studies Department team, Social Studies teachers, and Assistant Principal for Social Studies
3. Social Studies teachers, students, Social Studies Department Team, Data Team, Data Specialist,
4. All teachers, IR Coordinator, Instructional Leads

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

1. By October 2013, all grade 10 students will be programmed for the appropriate Global Studies class
2. Social Studies Department team will complete revisions of 6 curriculum maps and 6 syllabi following administration and analysis of midterm and final exams in November 2013, January 2014, March 2014, and June 2014
3. Social Studies team revises midterm and final exams in October 2013, December 2013, February 2014, and May 2014 for administration in November 2013, January 2014, March 2014, and June 2014
4. All teachers will complete 6 Instructional Rounds and show a 5% increase on performance indices for Danielson 3c, 3d, and 3b

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

1. Completed by October 2013
2. Completed in November 2013, January 2014, March 2014, and June 2014
3. Exams are revised in October 2013, December 2013, February 2014, and May 2014 and administered administration in November 2013, January 2014, March 2014, and June 2014
4. Six times a year from October 2013 to May 2014

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

1. Per session for programming and guidance
2. Common planning time during period 7 twice each week for Social Studies Department team; per session for Data Team to meet monthly, consultant PD services provided by TMI
3. Common planning time during period 7 twice each week for Social Studies Department team; per session for Data Team to meet monthly
4. Per Diem for subs from Petrie grant and Tax Levy funds for coverages for Instructional Rounds peer observers, facilitators, and coordinator

Strategies to Increase Parental Involvement

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

1. The school purchased an online gradebook, JupiterGrades, where parents can monitor student attendance and academic performance in real time. Parents can view student assignments, course syllabus, and course requirements and expectations as well as communicate with teachers and other staff members.
2. Parent Handbook as well as student handbook are available on the school website, www.ithsnyc.org
3. Change in structure of the Social Studies sequence was presented to the parents during monthly PTA meetings
4. Teachers review student goals with parents and students during Parent-Teacher Conferences in October 2013 and March 2014
5. Guidance Counselors review diploma and college admission requirement with parents during monthly PTA meetings

Budget and Resource Alignment

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

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

RTTT funds are also used to support this goal.

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

Comprehensive Needs Assessment

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

According to the 2012-2013 NYC Progress Report, percent of third year students in the school's lowest third earning 10 or more credits was 56.3%. This was 17.7% lower than third year students overall earning 10 or more credits.

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. Activity-Identify third year students in the school-wide lowest third
 - Data specialist generates list of students in the school-wide lowest third based on grade 8 NYS ELA and Math results
 - Data team reviews list of students in the school-wide lowest third to identify those students who are on target and those students who require interventions
 - Data specialist distributes lists to teachers, guidance counselors, and administrators
2. Activity- Revise instruction in response to student needs
 - Instructional Leads and teacher teams review Danielson-aligned strategies and select those that best support student improvement for each phase of the lesson
 - Teacher teams review student performance artifacts including but not limited to midterm and final exam results, performance on CCLS aligned tasks, and other interim assessments
3. Activity-Generate student interventions and monitor progress
 - Teachers generate Student Intervention Plans and conference with students to revise goals
 - Teachers discuss Student Interventions Plans with supervisors and receive feedback
 - Teachers and guidance counselors initiate PPTs with parents and students
 - Teachers case conferences in teacher teams in order to identify discipline specific instructional strategies that have been successful
 - Refer student in need of interventions to RIIS Settlement, Saturday ESL Academy, and/or content-based afterschool tutoring for academic support
 - Data team monitors and tracks progress of students throughout school year

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

1. Assistant Principals, Data Specialist, Data team, teachers, Guidance Counselor
2. Instructional Leads, Teacher teams
3. Data Team, Teachers, Teacher Teams, Guidance Counselor, Supervisor, Students, Parents, CBO

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

1. Teachers receive list of all students in the school wide lowest third as identified by the Data Specialist
2. Instructional Leads and Teacher teams identify 15 Danielson-aligned strategies and share results of student performance artifacts
3. Teachers will generate student intervention plans for all students in the lowest third who failed the first and/or second marking period of each semester

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

1. By October 2013, teachers will have received a list
2. Teacher Teams meet twice weekly throughout the year and review midterm and final exam results in November 2013, January 2014, March 2014, and June 2014
3. Teachers generate intervention plans in October 2013, December 2013, February 2014, March 2014, and May 2014

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

1. Per session for Data Specialist and members of Data Team
2. Per session for Teacher Teams to generate and revise CCLS aligned tasks and midterm and final exams
3. Coverage for teachers to participate in PPTs; per session for teacher for Saturday ESL program; per session for teachers for after-school tutoring

Strategies to Increase Parental Involvement

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

1. The school purchased an online gradebook, JupiterGrades, where parents can monitor student attendance and academic performance in real time. Parents can view

- student assignments, course syllabus, and course requirements and expectations as well as communicate with teachers and other staff members.
- 2. Parent Handbook as well as student handbook are available on the school website, www.ithsnyc.org
- 3. Change in structure of the credit accumulation and restriction of credit recovery to students whose cohort has graduated was presented to the parents during monthly PTA meetings
- 4. Teachers review student goals with parents and students during Parent-Teacher Conferences in October 2013 and March 2014
- 5. Guidance Counselors review diploma and college admission requirement with parents during monthly PTA meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
RTTT funds are also used to support this goal.											

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 June 2014, Cohort S students in ELA, Science, Mathematics, and Social Studies will demonstrate an increase of 5% in citing textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text aligned to the 2013-2014 Citywide Instructional Expectations as measured by department school-wide CCLS aligned midterm and final exams.

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.
Cohort S students achieved a 51% on multiple choice items aligned with CCLS ELA standard RI.1 on the 2013 grade 8 NYS ELA exam. Additionally, cohort S students achieved a 68% on short answer items aligned with CCLS ELA standard RI.1 on the 2013 grade 8 NYS ELA exam.

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.
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A. Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none"> 1. All teachers in ELA, Science, Mathematics, and Social Studies will align instruction with the school's focus on Reading (RI.1). 2. Monitor the alignment of the school's focus on Reading in the core subject areas by using Danielson Framework strategies. 3. Implement research and informational text that aligns to the school's focus Common Core Standards. 4. Student progress will be monitored using interim assessments.
B. Key personnel and other resources used to implement each strategy/activity
<ul style="list-style-type: none"> 1. Core subject teachers will align instruction with the school's focus on Reading (R1.1). 2. Instructional Leads, Assistant Principals 3. Teacher Teams 4. Data Team and Teacher Teams
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> 1. By November 2013, all teachers in the core areas of ninth grade will revise curriculum maps to be aligned with RI.1. 2. Supervisors will review student artifacts and teacher team generated curriculum with teachers to ensure alignment to RI.1. 3. Teacher teams will develop a list of informational texts that are aligned to RI.1 to be used in the core subject areas. 4. Questions on midterm and final exams will be aligned by the teacher teams to the Common Core and item analysis will be performed by the data committee and provided to the teacher teams for review.
D. Timeline for implementation and completion including start and end dates
<ul style="list-style-type: none"> 1. By November 2013, all teachers will have revised curriculums and aligned with RI.1. 2. By January 2014 student artifacts and teacher team generated curricula will be reviewed by supervisors to make sure they are in alignment with Common Core and focus on RI.1.

3. By the end of the Fall 2013 term, teacher teams will produce a list of informational texts that are aligned to RI.1. across the core curriculum areas.
 4. By end of December 2013, questions on final exams will be aligned to the Common Core.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All teachers in the core subject areas are programmed with common preparatory periods develop the instructional strategies.
 2. The school purchased texts books for Geometry and Mathematics.
 3. The school purchased a test generator Examgen for all core subject areas. The school purchased professional development services from Teaching Matters Inc. to help teachers align their curricula to NYS Common Core and provide professional development and implementation.
 4. The school received a RESO A grant from City Councilman Jimmy Van Bramer that resulted in the purchase of a laptop cart and printers for classrooms.

Strategies to Increase Parental Involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. The school purchased an online gradebook, JupiterGrades, where parents can monitor student attendance and academic performance in real time. Parents can view student assignments, course syllabus, and course requirements and expectations as well as communicate with teachers and other staff members.
 2. Parent Handbook as well as student handbook are available on the school website, www.ithsnyc.org
 3. Midterm and final exams as well as implementation of Common Core Learning Standards are discussed during monthly PTA meetings
 4. Teachers review student performance on CCLS aligned assessments with parents and students during Parent-Teacher Conferences in October 2013 and March 2014
 5. Guidance Counselors review diploma and college admission requirement with parents during monthly PTA meetings

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

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

NYSTL funds are also used to support this goal.

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 June 2014, there will be an increase of 5% from June 2013 in the collective teacher performance index in components 3d: Using Assessment in Instruction, and 3b: Questioning & Discussion Techniques as measured by the Danielson Framework for Teaching

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.
- At the conclusion of the peer and supervisory instructional rounds during the 2012-2013 school year, teachers achieved an average 2.47 performance index for 3b: Questioning and Discussion Techniques and an average 2.79 performance index for 3d: Using Assessment in Instruction as measured by the Danielson Framework for Teaching.

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. Review outcomes of 2012-2013 Instructional Rounds and revise plan to further align with the 2013-2014 Citywide Instructional Expectations
 - Assigned Instructional Lead teacher to coordinate rounds
 - Reviewed 2012-2013 data with Instructional Leads
 - Teachers were programmed to participate in the instructional rounds
 2. Implementation of Instructional Rounds:
 - Once every two weeks one third of staff observes another third of the staff while examining one component of the Danielson's Framework. An instructional lead is assigned to facilitate the Instructional Rounds.

- Teachers conduct inter-visitations and collect low inference data during brief 10 minutes observations and aligned with Danielson's Framework.
 - Specific feedback is shared with teachers who were observed, and composite feedback is shared with the entire staff within forty- eight hours.
3. Reflection:
 - Teachers share feedback with supervisors and discuss possible next steps for improvement
 - Teachers share feedback with teacher teams to discuss observed teacher practices.
 - Teacher measure individual feedback with school-wide composite feedback
 - Coordinator meets with Facilitator(s) to reflect on the process and consider future improvements.
 4. Professional Development:
 - Regularly scheduled professional development for faculty and staff Monday where successful strategies are shared and codified.
 - Instructional Leads attended support network inter-visitations and turn keyed skills and strategies learned to administrators and staff.

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

1. Principal, Instructional Rounds Coordinator, Instructional Leads
2. Teachers, Instructional Rounds Coordinator, Instructional Rounds Facilitator
3. Teachers, supervisors, teacher teams, Instructional Rounds coordinator, facilitators and instructional leads,
4. Teachers, Supervisors, Instructional Leads

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

1. Instructional Leads review scores from previous year's Instructional Rounds and determined goals for 2013-2014 school year based on outcomes by critical attribute of 3B and 3D
2. Classroom peer observations are conducted roughly every two weeks.
3. Feedback is shared with teachers and supervisors
4. Ten minutes of every Monday PD session is devoted to spotlighting best strategies from the previous Instructional Round for the purpose of improvement

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

1. From September-October 2013, data from the previous year's instructional rounds are reviewed by instructional leads; goals and schedule for 214-2014 year is set.
2. Between October 2013 and June 2014 Instructional Rounds are conducted.
3. Between October 2013 and June 2014 reflection is shared with teachers.
4. Between October 2013 and June 2014 Professional development is regularly scheduled for faculty and staff. The school's support network provides schedule for school inter-visitation performed by instructional leads.

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

1. Citywide instructional expectation allocation supplemented salary of coordinator, circular six assignment for coordinator aligned with activity.
2. Per diem and coverages for facilitator and learning round participants. Per diem for coordinator to collate data.
3. Coverages for observing teachers and facilitator, circular six for instructional round coordinator, common planning time for teacher teams.
4. Common planning time, common PD for all staff every Monday, coverages for support network sponsored inter-visitation.

Strategies to Increase Parental Involvement

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

1. Instructional Rounds procedures and protocols were presented to the parents during monthly PTA and SLT meetings.
2. Composite feedback from instructional rounds was shared during monthly PTA and SLT meetings.
3. Composite feedback and data from instructional rounds is publicly shared with all parents via the school's website; www.ithsnyc.org

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

CFN 403 Petrie Grant is used to supplement these activities

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.

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	After school tutoring, Saturday ESL program, Regents Prep Academy	Small group, tutoring	After school; Saturdays
Mathematics	After school tutoring, Regents Prep Academy	Small group, tutoring	After school; Saturdays
Science	After school tutoring, Saturday ESL program, Regents Prep Academy	Small group, tutoring	After school; Saturdays
Social Studies	After school tutoring, Saturday ESL program, Regents Prep Academy	Small group, tutoring	After school; Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counseling with guidance counselor; Success Highways curriculum used by guidance counselor with students identified as at risk on the Academic Resiliency Assessment	Small group	Pullout during school day

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

A. 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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Courses are assigned to teachers who hold NYS certification in corresponding content areas • Tax Levy funds will be utilized to fund tuition reimbursement for teachers listed as Not Highly Qualified in the subject area in which they are teaching • Special Education teachers are encouraged to acquire a NYS Supplemental Certification in a core content area

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).
<ul style="list-style-type: none"> • All teachers engage in ongoing school-wide instructional rounds • Core subject teachers meet weekly in content-based teacher teams to share best practices, review student performance artifacts, and revise curriculum • All teachers and paraprofessionals participate in weekly school-wide professional development focused on the Danielson framework and Common Core State Standards • Consultant from Teaching Matters Inc. work with individual teachers and content-based teacher teams to align curriculum and instruction to the common core

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Title I funds will be used for supplies to support students in temporary housing • VTEA funds will be used to support development of Career and Technical Education programs that will lead to NYS program certification • Title III funds will be used to support improvement of outcomes of Limited English Proficient students

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.).
N/A

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.
<ul style="list-style-type: none"> • Instructional Leads met in September to determine MOSL for each content area • All teachers participate in weekly school-wide professional development that includes focus on using assessments in instruction • Core subject teacher teams meet weekly in content-based teacher teams to review student outcomes on assessments such as midterms and finals, NYS grade 8 exams, NYS Regents exams, and CCLS aligned tasks • Consultant from Teaching Matters Inc., work with content-based teacher teams to align school-wide midterm and final exams to CCLS

TA Schools Only

Use of Program Resources

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

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).

**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.



**Department of
Education**

Dennis M. Walcott, Chancellor

INFORMATION TECHNOLOGY HIGH SCHOOL

21-16 44TH ROAD, LONG ISLAND CITY, NY 11101

Parent Involvement Policy (PIP)

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, Information Technology High 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. ITHS'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. ITHS 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;

Info Tech'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. The ITHS community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

Information Technology High 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;

ADOPTION

DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK

INFORMATION TECHNOLOGY HIGH SCHOOL

JOSEPH E. REED, PRINCIPAL

THIS POLICY WAS ADOPTED BY INFORMATION TECHNOLOGY HIGH SCHOOL ON 12/5/13 AND WILL BE IN EFFECT FOR THE PERIOD OF 2013-14. THE SCHOOL WILL DISTRIBUTE THIS POLICY TO ALL PARENTS OF PARTICIPATING TITLE I, PART A CHILDREN ON OR BEFORE DECEMBER 13, 2013.

(SIGNATURE OF PRINCIPAL)

(DATE)

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

THIS ITHS SCHOOL-PARENT COMPACT IS IN EFFECT DURING SCHOOL YEAR 2013-2014

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 30	Borough Queens	School Number 502
School Name Information Technology High School		

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 Joseph Reed	Assistant Principal Joseph Attilio
Coach	Coach
ESL Teacher Olga Sakhno	Guidance Counselor Brenda Gargano
Teacher/Subject Area Amer Ismael/math	Parent
Teacher/Subject Area Murtho Noel/ELA/Sped	Parent Coordinator Michelle Solomon
Related Service Provider Natalia Bear/speech	Other
Network Leader(Only if working with the LAP team) type here	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	930	Total number of ELLs	103	ELLs as share of total student population (%)	11.08%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										53	29	10	11	103
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	53	29	10	11	103

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	27
SIFE	14	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	39

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	40	5	5	24	6	5	39	3	17	103
Total	40	5	5	24	6	5	39	3	17	103

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										31	20	3	11	65
Chinese										3	1			4
Russian													1	1
Bengali										7	5	3		15
Urdu												1		1
Arabic										2			1	3
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish										2				2
Albanian														0
Other										7	3	1		11
TOTAL	0	0	0	0	0	0	0	0	0	53	29	8	13	103

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)										12	2	3	4	21

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)										19	2	2	6	29
Advanced (A)										22	21	6	4	53
Total	0	0	0	0	0	0	0	0	0	53	25	11	14	103

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	38		8	
Integrated Algebra	50		36	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	49		21	
Physics				
Global History and Geography	56		14	
US History and Government	35		3	
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.
The ESL department of ITHS relies on the validity and integrity of NYSESLAT test administration. Thus, each year we analyze the spring results to determine levels for programming and basic modality analysis. There are three Advanced sections, two Intermediate (with one self-contained/ITT classes) and one Beginners section. a. ITHS ESL program is a Self-Contained model. Two full-time TESOL certified teachers deliver ESL instruction to a group of ELLs. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, instead of 540 minutes of Beginner ELL Support, our students receive 642 minutes a week (46 minutes per period * 3 periods a day * 4 days + 90 minutes on Mondays). Intermediate students receive 438 (an additional 78 minutes to the mandated time). Advanced students are in ESL for 214 minutes a week. As such, provisions are made for proper programming and the maximum allotted time of instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of ELLs this year is, as in previous years, 9-10 grade. Over half of the students are 9th graders and 50% of all ELLs are Advanced. Thus, instructional decisions are geared towards academic language acquisition and mainstream high school classroom transition. There are three Advanced sections for 2013-14 school year where students are engaged in a rigorous course that requires the learners to demonstrate their command of the conventions of standard English grammar and usage. They will produce well-structured and well developed coherent texts in writing. The texts will contain a theme and the theme will be supported by evidence derived from the classroom and out of the classroom sources. The evidence will be presented by using appropriate and varied transitions to establish links between sentences, ideas, and concepts in the texts. Various forms of introductory and concluding paragraphs will be the basic features of such texts. Situation specific words and phrases will be another feature of such texts.
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](#))
Scaled scores are not available for analysis (RNMR function on ATS does not show scaled scores for Spring 2013 NYSESLAT). We looked at overall proficiency levels and raw scores. 116 students took the 2013 NYSESLAT. 33 scored Proficient. More than one out of four students who sat for the NYSESLAT test scored Proficient. ITHS has more than doubled the AMAO expectations.
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?
 - a. Over half of the students are 9th graders and the ratio of Advanced: Intermediate: Beginner overall is 3:2:1. Thus, the program is geared towards the mainstream transition and skills-through-content acquisition for emergent language learners. Academic language, not the basic communicative skills, is what the students show to be lacking. And we find that academic language is essential to achieve success in high school and beyond.
 - b. ESL department provides professional development to the staff in the beginning of the year. Topics of the presentation include: ways to identify Ls and recent former Ls in the classroom, Ls with IEPs, long-term Ls and those who fail to make sufficient progress, typical NYSESLAT results and how to read them, specific Common Core Standards which Ls are able to master, and testing and mainstream classroom accommodations.
 - c. The average amount of years the students spent as ELLs in NYC public schools is 5.5. Because a typical L at ITHS is an Advanced ESL 9th grader, he or she will have been in the US since elementary school. The likelihood of student's strong background in content in first language is very low. Thus, last year, as in years past, Regents tests taken in first language are rarely passed. In addition, for many Bengali, Pashtu, and Hindi children the language of instruction was English. In fact, there's low occurrence of first language literacy for the Indian peninsula immigrants. We find that the likelihood of an L passing a Regents exam increases if he or she takes an exam in a language of content instruction, i.e. English. We do, however, provide Spanish, Polish, Russian, Chinese versions of the Regents exams as a form of syntactic crutch.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?

The school's modest ELL population (just above 10%) is offset by the predominantly Hispanic, former L mainstream population. Content teachers are provided with annual professional development (in-house and through the Office of ELLs) to help better understand and develop the second language acquisition along side the content area instruction. All teachers are equipped with lists of students who are Ls, their first language, years in ESL, glossaries, dictionaries, on-line native language support, Common Core Standard appropriate strands, and common planning time with ESL coordinator, who makes suggestions for differentiated instruction and other classroom accommodations.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We consistently outscore the expected progress rate as indicated by AMAO. The ESL department collaborates with content teachers, guidance, school data team, administrators to make the needs of each struggling ESL student as salient and as pertinent as possible. Advanced Placement are predominantly attended by former Ls as is the graduation podium. Overall, the pace and rigor of our program prove to be a success.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
 1. When students arrive to enroll in the school, the school secretary in charge of enrollments gathers information about home language from the Home Language Survey. ESL coordinator conducts an informal interview about child's home language as well as previous school(s). If the parent cannot communicate in English, a designated staff member is asked to join the interview. We can translate from Spanish, Arabic, Hebrew, Tagalog, French, Haitian Creole, Russian, Ukrainian, and Turkish. New arrivals are given the form (HLIS) to identify what language is spoken at home and in which language the child can read and write. If the form indicates that the child communicates in the language other than English, we administer LAB-R Listening, Reading, and Writing components as well as the speaking interview. LAB-R (soon to be replaced by NYSESTEL) is scored in the school in order to determine the child's level. We use the answer grid and the cut score conversion chart to figure out eligibility. For example, if the child scored 24 and is about to enter 11th grade, then he or she is placed in the Intermediate class. Each child eligible for ESL services is placed in the program according to his or her level. If the test indicates that the child is not eligible for ESL services, then the child is programmed as mainstream population. In both instances the parents are notified via mail that their child was tested and is or isn't entitled for ESL services. All initial identification procedures take place within the first 10 days of enrollment. If the student is coming from middle school or another high school, then they are placed according to their NYSESLAT results from the previous year. If the results are not available, then we use the year prior. In any event all students deemed as English Language Learners are placed in the program according to their level. Spanish LAB-R is not administered. A licensed pedagogue (TESOL _ Olga Sakhno) and Angela Mastougianis (school secretary) are in charge of the initial identification process.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

If the child is identified as ELL by the LAB-R, the parent is invited to an orientation (within 10 days of enrollment) to watch the Parent Orientation video and discuss the following: the types of programs available in New York public schools to ELLs, our

program, supplemental programs, graduation requirements, English classes for parents. We take the opportunity to introduce the parents to the school community, show our use of technology in the classroom, as well as reinforce the notion of the postulated ubiquity of English. We have very few new-comers but they all receive a program selection form that highlights the parents' preference for free-standing ESL, DL, or TBE. We do not have TBE or DL programs because not enough parents requested those (there should be more than 15 parents in each grade requesting such programs).

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

The entitlement letters and the program selections are filled out by parents during the Parent Orientation session. If the parent is not present, the students take the form home to have the parent sign and return it the following day. Program Selection Forms are placed in each child's folder located in the ESL Coordinator's office, room 301D. The person responsible to keep correspondence and program selections is Olga Sakhno.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. When ITHS opened its doors in 2003, the parents selected Free-Standing ESL as the number one choice for the ELLs. Every year, as we collect Parent Selection Forms, we see that Free-Standing ESL program continues to be the preference. To reinforce the communication between the parents and the school we provide brochures in Spanish, French, Chinese, Korean, Russian, and Bangla that explain the different programs available in NYC public schools to the parents of ELLs.

5. 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.

As per Grace Pepe, Director of Assessment Operations Division of Academics, Performance and Support (DAPS) and her assessment memorandum #2 each year every ELL student is tested to determine further eligibility. The ATS report RLAT give the information as to who should be tested on the NYSESLAT. All other directions on how to set up, administer and grade the NYSESLAT are outlined in the memorandum each year. A set of explicit instructions is rigidly followed by the school staff in charge: Mr. Reed, Principal, Mr. Attilio, Ms. Sakhno (ESL coordinator), Mr. Shrestha, Ms. Noel, Mr. Monzingo (teacher/proctors). To ensure maximim participation, students and parents receive reminders in the mail about the importance of taking the NYSESLAT test. In 2013, all but 7 students who were currently enrolled took the NYSESLAT. Within the time frame allotted by the memorandum we give one formal and one make-up date to allow every student to manifest English proficiency on the State assessment. Speaking test is administered individually in room 301D by Ms. Sakhno and Mr. Shrestha. Listening, Reading, Writing are administered in group. All testing accomodations are outlined in the Director's memo.

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. 

6. Our program reflects the parents' wishes to have Free-Standing ESL Program. It is at the request of the parents that we use English-only instruction.

Part 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])?

How is instruction delivered?

- a. ITHS ESL program is a Self-Contained model. Two full-time TESOL certified teachers deliver ESL instruction to a group of ELLs. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, instead of 540 minutes of Beginner ELL Support, our students receive 642 minutes a week (46 minutes per period * 3 periods a day * 4 days + 90 minutes on Mondays). Intermediate students receive 438 (an additional 78 minutes to the mandated time). Advanced students are in ESL for 214 minutes a week and in ELA for 214 minutes every week.
 - b. Students are grouped by level, not grade. For example, a class of Advanced students will have all four grades. The work is differentiated along the lines of mainstream need and ability. The students do not travel together but go on to mainstream classes scheduled according to their graduation requirements. Beginners are grouped with Intermediate class and are given additional period of ESL instruction.
2. 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 staff at ITHS, since the inception of our school, has been making sure that ELLs receive the appropriate amount of ESL instruction time. This year, more than ever, we are meeting and exceeding the mandated time allotted for ELL instruction. (See above)

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.

3. Content Area Instruction – LEP students receive content area instruction in the mainstream classroom in English only. Free-standing ESL uses a combination of balanced literacy and whole language approaches to help the kids in second language acquisition. However, content area teachers accommodate ELL population as follows:

- Native Language Support – each content area classroom is equipped with stud guides, glossaries, and vocabularies in many native languages. Each ESL student has a binder-sized Oxford Dictionary.
- Testing Accommodations – students are given extended time, as well as, the opportunity to use the glossaries.
- Professional Development – our department hosts a series of presentations throughout the year, covering the topics of language acquisition, learning to learn in a second language, classroom accommodations, scaffolding, and differentiation.
- On-going ESL Department Support – ESL coordinator has compiled a substantial professional library that is readily available for the teachers' perusal. Collaboration is ongoing.

CCLS - ESL department coordinator provided PD for the content teachers regarding Common Core and ESL population. In it,

we discussed the challenges of the CCLS for the language learners, such as textual analysis and making evidence-based claim. We provided concrete examples of what the Ls are able to do based on the theory of second language acquisition. What ARE they able to do? -

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s)

2. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Some suggestion include: Guided reading questions, annotated texts, summarize, retell, use of new vocabulary

Provide extensive historical context, allow use of published critical texts, support with other media (documentaries, posters, interviews, etc.)

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

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Specific areas of need that were identified and are targeted throughout the school year.

– writing mechanics, essay structure, explicit grammar, new vocabulary acquisition, literary analysis.

– Listening/Reading for information and understanding.

– Note taking; finding textual support; fact/opinion based questions;

– Writing for information, in response to literature, and persuasively.

– Literary elements – figurative language, story elements, genres.

Assessment is ongoing. The results, as always, help guide and modify curriculum to reflect the immediate academic needs of the students.

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).

Differentiation of instruction or ELL Subgroups:

a. SIFE students (14) were identified immediately. ESL coordinator held conferences with guidance counselors.

Transcripts were reviewed and areas of remediation were identified. As a result, the students who are not making sufficient progress on the NYSESLAT scores and/or those who are not meeting grade promotion criteria are offered tutoring, counseling, parental involvement.

b. The greatest challenge for the Newcomers (0-3 years) remains the ELA Regents exam. The critical lens, listening, and reading essay examination is very difficult to pass for our ELLs. However, with the help of technology and both teachers, whose specialty is writing, we are hoping to have some students pass the exams.

Strategies taught in ESL classroom that relate to ELA Regents:

• Listening/Reading for information and understanding.

• Note taking; finding textual support; fact/opinion based questions;

• Writing for information, in response to literature, and persuasively.

• Literary elements – figurative language, story elements, genres.

• For 2013-14 school year we have 40 newcomers (40% of the total population)

c. 24 ELLs – 4-6 years of ESL service (25% of the total ESL population).

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

d. 39 Long-Term ELLs – (7+ years)

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

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

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?

A licensed ESL pedagogue is teaching a self-contained clas for ELL students with special needs. Mr. Shrestha specializes in scaffolded writing practice and reading workshop model that assist the students in language learning as well as academic content. In addition, Ms. Noel, Special Ed teacher of English, enrolled in a graduate linguistics class to better understand the process of language learning for the children with special needs. Each ELL-SWD classroom has a library of special resources such as leveled books, high interest/low reader fiction, non-fiction resources.

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?

A team that consists of an ESL teacher, school psychologist, speech teacher, special education teacher, parents, and guidance counselor make collaborative decisions during the IEP meetings that reflect the best academic needs of the child. X-coded students' language progress is monitored using NYSESLAT results. Decisions are individual. The ESL department makes written recommendations regarding the child's x-coded status. his year, we are learning about the ELAND process. The IEP team works with the ESL specialist/ELAND reviewer to assure that each child receives services he or she deserves.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

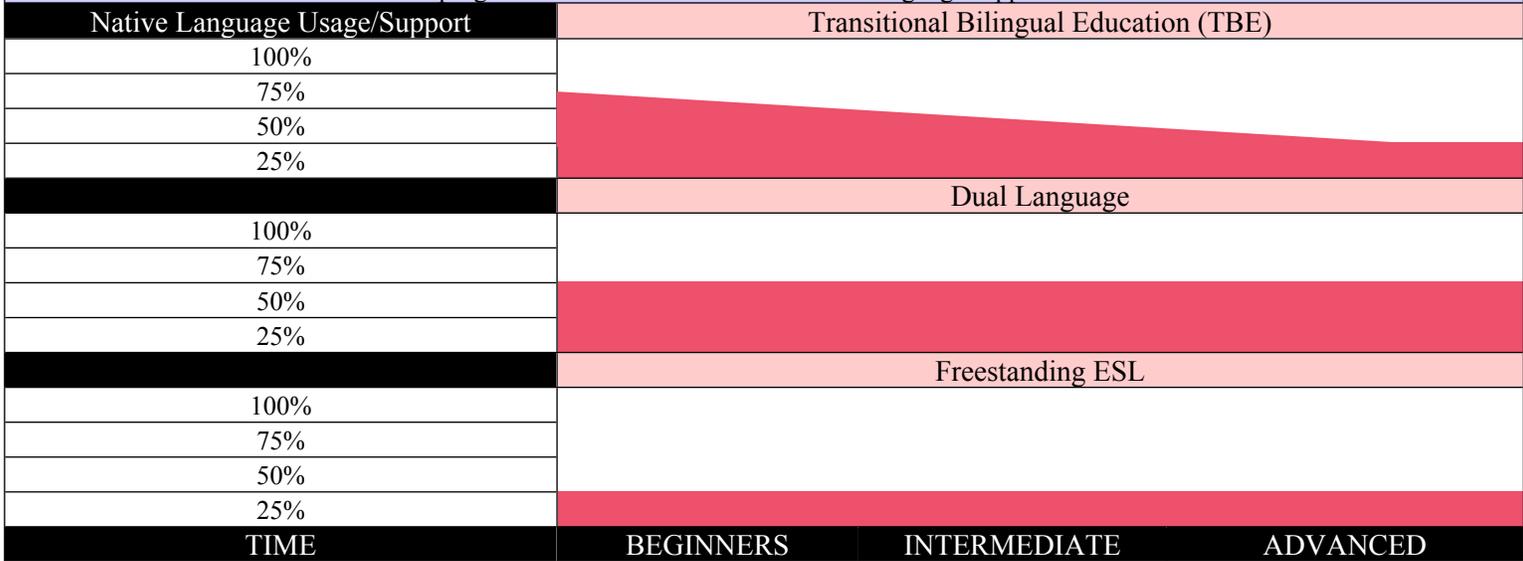
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. For 2013-2014 school year our ESL program reflects the grade-specific language instruction. Ninth grade ESL instruction includes non-fiction readings to develop math literacy and scientific reasoning, grade appropriate fiction studies with emphasis on literary elements and reading comprehension. Special attention is paid to study skills development and mainstream classroom transition. 10th grade ESL classroom is geared towards Global Regents preparation. Reading non-fiction, primary sources, recognizing cause and effect in historical events, topics in geography and human habitat serve as academic scaffold for the 10th graders' mainstream transition into a Social Studies classroom. 11th & 12th grade ESL class is a writing workshop for ELA Regents prep and college-bound ELLs. Some topics and students' work is displayed on msakhnoesl.blogspot.com All recent former ELLs are identified by the ESL coordinator and are extended the same testing accommodations as current ELLs: extended time, native-language supports, use of glossaries, and after-school tutoring.

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

Assessments are ongoing. ESL department in collaboration with data team is collecting data and developing effective measurements of L content and language development. Instructional practice will be altered accordingly.

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

Last year, most of our ELLs attended STEM Expo for hosted by the office of ELL. The students found a wealth of information regarding college and career readiness as well as different careers in science and technology. This year, we will continue incorporating "Paths to secondary ed and careers" units of study and attend STEM Expo in the spring.

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

Paradigm shift dictates persistent psychometric pasturization. We have eliminated Achieve 3000 due to lack of participation and technology. Any language learning program is effective if it has willing participants and ample time.

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

Title III afterschool and Saturday programs for ELLs as well as Regents prep sessions are being implemented for 2013-14 school year. Ample funding will allow for afterschool tutoring four times a week as well as four hours of Saturday English Language Arts Academy. All recent former ELLs are identified by the ESL coordinator and are extended the same testing accommodations as current ELLs: extended time, native-language supports, use of glossaries, and after-school tutoring.

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

New programs this year are the grade-specific and content area supporting ESL instruction. We have moved away from 100% second language acquisition towards mainstream classroom transition and college readiness.

Some of instructional materials include:

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

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

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

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

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

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.

ESL Coordinator makes classroom visits to welcome the students and show the classroom library, glossaries, dictionaries, and provide support and encouragement.

18. What language electives are offered to ELLs?

Spanish

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)?

N/A

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.

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

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

entire school staff.

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

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

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

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?

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 502 School Name: Information Technology High School

Cluster: 4 Network: 403

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

DOE data tells us that 60% of the students are of Hispanic origin. All communications with home are sent in English and Spanish. Furthermore, there are many bilingual staff member. The languages are: Arabic, Tagalog, Hindi, Cantonese, Korean, Russian, Ukrainian, French, Haitian Creole, Spanish, Hebrew.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

On Open School night, staff is supplied with a list of languages for the parents to indicate as the preferred language of communication. This includes both written translation and written interpretation.

Part B: Strategies and Activities

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

Money is set aside to provide translation from DOE approved vendors. When in-house staff is available to provide written or oral translation, they are asked to assist the parent/guardian.

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

Money is set aside to provide translation from DOE approved vendors. When in-house staff is available to provide written or oral translation, they are asked to assist the parent/guardian.

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

Signs are posted near the entrance to the main office indicating the availability of translation and interpretation services at the school. During parent teacher conference, all classroom teachers have the list of language translation availability through DOE vendors.
Parent Coordinator distributes the Parents' Bill of Rights.
Safety Plan contains procedures for ensuring parents have access to administrative staff.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$

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