



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: IN-TECH ACADEMY
DBN (i.e. 01M001): 10X368
Principal: YVETTE ALLEN
Principal Email: YALLEN@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: LYNETTE GUASTAFERRO

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
Yvette Allen	*Principal or Designee	
Marie Baker	*UFT Chapter Leader or Designee	
Jacqueline Lopez	*PA/PTA President or Designated Co-President	
Carmen Cajigas	DC 37 Representative, if applicable	
Ardanielys Sanchez Vicky Beato	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nancy Nunez	CBO Representative, if applicable	
Alison Calamia	Member/ Teacher	
Tyshawn Davis	Member/ Teacher	
Bridget Emsworth	Member/ Teacher	
Maria Herrera	Member/ Parent	
Francisca Valle	Member/ Parent	
Leticia Nochebuena	Member/ Parent	
Janice La Marche	Member/ Parent	
Margarita Hernandez	Member/ Parent	
	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.

To increase student achievement, we will ensure that by June 2014, 80% of our teachers will have received professional development on multiple entry points so that all learners are engaged in appropriately challenging tasks.

Comprehensive Needs Assessment

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

The following data was used :

- End of year (2012-2013) Professional Development Survey
- Progress Report Data of achievement gap between our SWDs and ELLs with our mainstream students
- Data from teacher observations
- Learning walk trends

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. Professional Development for classroom teachers on questioning, scaffolding and native language support.
2. Professional Development for classroom teachers in using data for lesson planning.
3. Professional Development for classroom teachers on using the Danielson Framework to improve planning with multiple entry points.

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

1. Teacher Team leaders, coordinators, mentors, Assistant Principals, Network and District support staff
2. Data specialist, Teacher Team leaders, coordinators, Assistant Principals, Network and District support staff
3. Teacher Team leaders, coordinators, Assistant Principals, Network and District support staff

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

1. Determine the usage of supporting strategies for multiple entry points questioning, scaffolding and native language support after learning walks in December 2013 and in March 2014.
2. Determine usage of data in lesson planning after baseline, midline, and end line assessments.
3. Determine instruction effectively aligning the Danielson Framework to include multiple entry points after teacher observations in December, February, and April 2014.

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

1. Beginning September of 2013 and ending in June 2014
2. Beginning September of 2013 and ending in June 2014
3. Beginning September of 2013 and ending in June 2014

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

1. Teacher Teams have been scheduled by grade and content. Bi - Monthly teacher team leader professional development is provided throughout the year.
2. Weekly Teacher Team meetings, monthly workshops, and "Lunch and Learns".
3. On-going feedback is provided after every observation, change of bulletin board, learning walk, and marking period (Scholarship Data Reflection Report).

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).

- Monthly PTA meetings provide information on strategies to use with students at home, based on content area.

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	Grants

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

MOSL Allocation, TL Citywide Expectations Allocation

Goal and Action Plan #2

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

Annual Goal #2

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

To increase student achievement, we will ensure that by June 2014, 90% of our MS staff who are implementing Math and ELA Common Core Curriculum will have received professional development and on-going support for the implementation of the CCLS aligned curricula in middle school mathematics (Pearson, Connected Math Program, Version 3, CMP3) and English (Scholastic's Code X Program).

Comprehensive Needs Assessment

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

The following data was used :

- End of year (2012-2013) Professional Development Survey
- Data from teacher observations
- Learning walk trends

Instructional Strategies/Activities

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

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

1. Teachers attend professional development on CCLS.
2. Teachers receive ongoing support on implementing new curricula via Scholastic and Pearson professional development, network specialist, webinars, teacher team leaders, and inter-class visits.
3. Performance tasks in all content areas.

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

1. MS ELA & Math Teachers, Special Education Teachers, ELL Push-in teachers, teacher team leaders, network staff, and Administrators

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

1. Informal & Formal observations
2. Learning Walk feedback
3. Student performance on aligned Common Core performance tasks.

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

1. September 2013 through June 2014.
2. September 2013 through June 2014.
3. September 2013 through June 2014.

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

1. Teachers participating in city-wide professional development.
2. Teachers receive in house professional development in house and other agencies.
3. Teacher teams will evaluate and look at student work and progress on performance tasks.

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).

- Monthly PTA meetings provide information on strategies to use with students at home, based on content area.

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	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.

Title I, ELA/Math Allocation, Data Specialist Allocation

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.

To improve student achievement, by June 2014, we will obtain a 10% increase in the number of Cohort R students in the lowest third who achieve 10+ credits in their second year of high school.

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 New York City Progress report for High School the gap between students in their first year and students in the lowest third of their first year was 33.5%.

Instructional Strategies/Activities

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

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

- 1) ELL Academy- additional services for high school ELLs twice a week after school with a certified ESL instructor
- 2) HS After School Advantage Program
- 3) Regents Preparation Instruction in needed subject areas

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

1. Mr. Powell- certified ESL instructor
2. Ms. Matos - Program Director for After School Advantage Program
3. Mr. Marrero, Assistant Principal - Regents Preparation Instruction

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

1. Credit Accumulation, Progress Reports and Report Cards
2. Report Cards and Transcripts
3. Regents Goal Setting Forms, Attendance at Regents Prep, and Regents Pass Rates

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

1. ELL Academy - October 2013 to March 2014, from 3:30 pm -5:30 pm on Wednesday and Thursday of each week.

2. After School Advantage Program - October 2013 to June 2014 from 3:30 pm - 6:00 pm, Monday through Friday
3. Regents Preparation Instruction - December 2013 to January 2014 from 3:30 pm - 5:30 pm, Monday through Thursday and from May 2014 to June 2014 from 3:30 pm - 5:30 pm, Monday through Thursday.

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

1. Students will receive direct instruction based on student need as indicated by their NYSESLAT scores.
2. Students will receive tutoring, homework help, and credit recovery based on student need.
3. Students will receive content specific instruction and Regents skill-building strategies to help improve student outcomes on NYS Regents Exams.

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).

- Add a link on our school website, to the NYC DOE explanation of graduation requirements (translated into various languages).
- Guidance counselors will present information regarding graduation requirements at PTA meetings.
- Parents will create a phone chain to spread information about presentations and acquiring credits in general.
- Workshops for parents of specific 58 students in lowest third of Cohort R.

Parent letters detailing the need for tutoring, credit recovery, and Regents Preparation Instruction.

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

Title I, TL Parent/Teacher Conference Allocation, ARRA Data Specialist

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, 40% of the 7th grade students in the lowest third will obtain an average score that is 15% higher than the average score obtained on the Math Baseline Assessment.

Comprehensive Needs Assessment

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

- The following data was used:
- NYS Math state exams scores
 - The gap between students in the mainstream and the lowest third on the math baseline.

Instructional Strategies/Activities

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

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

2. ELL Academic Success Program
3. CMP3 Math XL Program
4. Raising The Bar Saturday Program

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

<ol style="list-style-type: none"> ELL & Special Education teachers Math Grade 7 teachers MS Grade 7 Teachers
6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> Identify students in the lowest third. Create Item Analysis and Look at individual class data. Track midline and end line assessment data
7. Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> September 2013 through June 2014. September 2013 through June 2014. September 2013 through June 2014
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> Teacher Teams will Look at Student Work Teacher will use data to group students in their classrooms in order to improve student achievement. Set individual goals/target based on item analysis

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).
<ol style="list-style-type: none"> Monthly PTA meetings provide information on strategies to use with students at home, based on content area.

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	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Title I, ELA/Math Allocation, Data Specialist Allocation										

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.
n/a

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.
<ul style="list-style-type: none"> n/a

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups n/a
2. Key personnel and other resources used to implement each strategy/activity

1. n/a
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. n/a
4. Timeline for implementation and completion including start and end dates
5. n/a
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. n/a

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).

n/a

Budget and Resource Alignment

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

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

n/a

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	<p style="text-align: center;">Achieve 3000 Castle Learning SRA AIS Raising the Bar Saturday Prep Academy Tiered Program ELL Academic Success Program Regents Prep classes Advantage After-School Program</p>	<p style="text-align: center;">Small groups Enrichment classes Tier classes</p>	<p style="text-align: center;">Before school After school During school Saturday Prep Academy</p>
Mathematics	<p style="text-align: center;">Achieve 3000 Castle Learning SRA AIS Raising the Bar Saturday Prep Academy Tiered Program ELL Academic Success Program Regents Prep classes Advantage After-School Program</p>	<p style="text-align: center;">Small groups Enrichment classes Tier classes</p>	<p style="text-align: center;">Before school After school During school Saturday Prep Academy</p>
Science	<p style="text-align: center;">Achieve 3000 Castle Learning SRA AIS Saturday Prep Academy EScience 3000</p>	<p style="text-align: center;">Small groups Enrichment classes Tier classes</p>	<p style="text-align: center;">Before school After school During school Saturday Prep Academy</p>
Social Studies	<p style="text-align: center;">Castle Learning Achieve 3000</p>	<p style="text-align: center;">Small groups Enrichment classes Tier classes</p>	<p style="text-align: center;">Before school After school During school Saturday Prep Academy</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p style="text-align: center;">Individual & group counseling</p>	<p style="text-align: center;">Individual & group counseling</p>	<p style="text-align: center;">Before school After school During school Saturday Prep Academy</p>

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
<p>Strategies & Activities for Recruitment Hiring fairs Student Teachers Teaching Fellows Program</p> <p>Strategies & Activities for Retention Staff Surveys Sunshine Committee A conversation between faculty and administration based on preference sheets</p> <p>Strategies & Activities for Assignments Teachers assigned to teach subjects/classes in their specific license BEDS survey</p> <p>Strategies & Activities for Support including Highly Qualified Professional Development Consultants Network Mentoring Assignments Teacher led Professional Development</p>

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).
All staff members participate in school wide professional development with a focus on the CCLS. MS ELA & Math teachers have received professional development on CCLS and the new curriculum Code X and CMP3.

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.).
The coordination and integration of Federal, State, and/or local funds are used to meet the intent and purpose programs and funds are designed for.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
In August, members of the MOSL Committee attended professional development regarding selecting local assessment for our school. Our entire MOSL Committee, which consisted of the Principal, teachers, Data Specialist, UFT chapter

leader, and administrators, selected the local assessments for the school.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

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

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 Yvette Allen	Assistant Principal Margarita Rosa
Coach Shirine Andraws	Coach type here
ESL Teacher Norman Powell	Guidance Counselor Liliana Mora
Teacher/Subject Area Maria Clemente/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Alexandra Castro
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1100	Total number of ELLs	137	ELLs as share of total student population (%)	12.45%
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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														
Pull-out							1	1	1	1	1			5
Push-In							1	1	3	3	3	2	2	15
Total	0	0	0	0	0	0	2	2	4	4	4	2	2	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	137	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	40
SIFE	22	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	55

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	49	12	8	33	5	15	55	5	17	137
Total	49	12	8	33	5	15	55	5	17	137

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							21	32	30	26	14	1	5	129
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2				1			3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									4		1			5
TOTAL	0	0	0	0	0	0	23	32	34	26	16	1	5	137

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)							9	9	12	1	1	0	0	32

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)							5	16	11	8	2	0	0	42
Advanced (A)							15	9	8	10	7	4	2	55
Total	0	0	0	0	0	0	29	34	31	19	10	4	2	129

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					!Und
4					
5					
6	22	6	0	0	
7	30	2	0	0	
8	23	5	0	0	
NYSAA Bilingual (SWD)	1				

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6	18		9		2				
7	33		3		1				
8	8		7		1				
NYSAA Bilingual (SWD)	1								

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8	10		15		5				
NYSAA Bilingual (SWD)	1								

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	20		3	
Integrated Algebra	25		6	
Geometry	8		2	
Algebra 2/Trigonometry	2		0	
Math				
Biology				
Chemistry				
Earth Science	8		0	
Living Environment	12		1	
Physics				
Global History and Geography	28		3	
US History and Government	13		7	
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.

Our school is currently in its second year of the Middle School Quality Initiative (MSQI) and through this grant we administer the Degrees of Reading Power (DRP) assessment as a baseline, midline, and endline. The data on the ELLs demonstrates that the average for 6th grade is a forty one which translates to a fourth grade reading level. In 7th grade the ELLs are averaging a score of thirty nine which a grade level of 3.9, and in the 8th grade the ELLs are averaging a score of fifty one which translates to a fifth grade reading level. We have used this data to create Response to Intervention Tier II groups. The students have been grouped by DRP levels and receive small group instruction five times a week. In addition, we have targeted these ELLs to receive additional support through our ELL Academic Success Saturday Academy. In High School, our students completed baselines in all content areas. The data shows a significant gap between our ELLs and the general education students. We have programmed our high school students to receive push in services in content areas and we have designed the program to also have a self contained Global class where students need most support to pass the Regents..

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

In regards to the data patterns, we have noticed that our students perform better in the upper grades. This is evident with the numbers we have in middle school versus the number of ELLs we have in high school. We also notice that most of our ELLs are from Spanish speaking countries and the ELLs that perform well on the Spanish LAB tend to perform better on the LAB-R as well. We have about the same number of ELLs with 0-6 years as we do in the long term category. However, most of our ELLs are advanced.

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](#))

Paste response to question here:

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We have a Freestanding ESL Program with push in and pull out services. In grades 6-8 we have thirty beginner, 32 intermediate and 32 advanced students. In high school we have 2 beginners, 10 intermediate and 23 advanced. The patterns clearly show an equal distribution in middle school, however, in high school most students are advanced. Most ELLs that take advantage of the native language support are the beginners / newcomers. These students tend to fare better in the native language.

This year we have not taken part in the ELL Periodic assessment because we want to have the students work on the common core alignment with ELA. The students take CCLS aligned assessments and the results are used to drive instruction and make programmatic and resource decisions.

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](#).)

Paste response to question here:

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

We program strategically, using our stronger teachers who have a bilingual background to work with our ELLs. In addition we purchase resources and materials that have native language support for our ELLs. Professional development for ESL strategies is ongoing both in house and through outside services.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our data specialist works closely with the ELL Supervisor and the Administration team to analyze data and determine next steps for our ELLs. We monitor student progress through out the year and make changes to the program and/or curriculum as needed. to determine success we measure growth on the baselines to the endlines, on state assessments and on the progress reports.

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. The identification of new ELLs is conducted during the registration process. The Assistant Principal in charge of ESL(Margarita Rosa) and the ELL Coordinator,(Shirine Andraws) work with the Pupil Personnel Secretary. The AP and the ELL Coordinator administer the HLIS and conduct the informal interview in English and the native language. If the HLIS indicates further testing, the ELL Coordinator, who is a certified teacher, then conducts the formal initial assessment. The LAB-R and the Spanish LAB is administered within the first 10 days of school. The ELL Coordinator also reviews the RLAT to identify those students who will continue receiving ESL services based on their NYSESLAT results. The students are clearly identified and placed into subgroups on ARIS and their information is cross referenced on ATS. This helps in the annual identification of the students during evaluation of ELLs using the NYSESLAT.
2. 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.
 2. In order to help parents understand their program choices, the ELL Coordinator works with the Parent Coordinator to plan ongoing informational workshops. After the students are identified, letters are sent home to invite parents for an orientation. At the orientation parents are provided with all the information needed regarding the program choices. They are then given the program choice form to complete with the support of the Parent Coordinator, ELL Coordinator, and ESL teachers. The workshops are ongoing and the ELL Coordinator is always available for individual appointments if needed. The ELL Coordinator is able to communicate in English and Spanish. We have teachers on staff who speak Arabic and Chinese available for translation, if needed, for low incidence languages. If there are enough parents that request TBE or DL parents will be informed via phone calls and or letters will be sent home.
3. 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](#)].)
 3. The entitlement letters are sent out in September. We have included a return form, so that we have an entitlement letter file for each student in the ESL program. Our aides and Parent Coordinator work together on an outreach plan, phone calls are made and letters are sent home to remind parents to return the ESL forms. This also applies to those parents who do not return a Program Choice form. The returned forms are kept on file in the ELL Corrdinator office and a copy is placed in the student's cumulative record.
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. After ELLs are identified, an instructional program is created for each student dependent upon their level of English proficiency. The students are provided with ESL services based on the CR-Part 154 and the parent's program choice. A placement letter is given to the parent and if the parent needs additional information a meeting is set up with the ELL Coordinator.
5. 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.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been that the parents

prefer a Freestanding ESL Program. Since we are a 6-12 school we do not have many newly registered ELL students, therefore most identified ELL students, already come to us with their previous program choice as that of Freestanding ESL. Our trends indicate that approximately 99% of parents prefer an English only program. Parent choice letters are also kept on file in the ELL Coordinator's office and a copy is placed in the student's cumulative record.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
6. Currently, our school does provide the program of choice, which is Freestanding ESL. We have 4 ESL teachers to support the learning of ELLs in all content area subjects. Our parents have indicated that they would like their students to remain in a Freestanding ESL Program; therefore we have continued providing these services as push in and pull out models. During our professional development days and at the PTA meetings, parents are kept well informed of the ESL choices for their children. The Parent Coordinator (Alexandra Castro) works closely with the ELL AP and Coordinator to ensure that parent choices are being upheld. The parents are part of our Cabinet meetings where decisions and action plans are made to build alignment between parent choice and program offerings.

Part 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])?

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

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

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

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)?

We have designed our program specifically to allow the mandated time for ESL. Since our school has a Freestanding ESL Program, we provide ESL as mandated by CR Part 154. In middle schools our beginner and intermediate students receive 5 periods of self contained ESL. These services are provided by 3 ESL teachers. The advanced students also receive 5 periods of self contained ESL and 2 periods of push in ESL. They are also programmed for 7 periods of ELA. The ESL services are provided by 3 ESL teachers.

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

3. 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.

All content areas are delivered in English. In the ESL subject classes, the teachers are certified in ESL, and they use ESL methodologies and strategies in their instruction. The teachers of the content areas all participate in Professional Learning Communities where ELLs have become focus groups, and best practices are shared to enhance student understanding. The ELL Coordinator also provides professional development, on a one-to-one basis, and in group settings. Our ELL teachers have received training in the Q-TEL Model and they provide training to content teachers as needed. Other methodologies that are used to make content comprehensible for our teachers are the SIOP Model, and differentiated instruction strategies. The native language is also used to support the newcomers and SIFE students.

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

All newcomers are given the LAB-R in spanish in order to evaluate their native language proficiency. Native language libraries supplement the mainstream libraries in the classroom. The students are given side by side translation or oral translation for assessments. An instructional program such as Achieve 3000 allows us to asses in students native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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).
- 6a. Our SIFE students are identified early on in the school year, so that lessons are differentiated and flexible grouping takes

place in the classroom. These students are also identified as At-Risk and are provided with academic Intervention services (AIS), during the school day and during extended day activities. They are also part of the monitoring of Instructional Support Team (IST).

b. Our newcomers are also monitored through AIS and the IST teams. The newcomers are identified and provided additional support in an extended day program designed just for ELLs. We have purchased electronic bilingual dictionaries, and portable DVD players to assist them in the content area classes. The teachers also provide a “buddy” student in all of their classes.

c. Our ELLs that place in the 4-6 year category are provided with additional instruction in an extended program based on their ELA and Math scores. The ESL teachers and the content area teachers are provided with common planning time to discuss individual intervention for these students. Each student’s educational ESL plan differs on the level and need of the child. However, all students receive the support of PLC’s, AIS, IST, and extended day services.

d. Our LTE ELLs have become our current ELL Professional Learning Community focus. We are diligently analyzing the data for each student in this category to determine if a factor other than language is an issue for the student. We also plan on conducting parent outreach to enlist the support of home, as we feel many of the students are capable of exiting out of ESL. These students are also given the opportunity to participate in the extended day program.

e. Our ELLs with Special Needs are included in all of our instructional committees. In addition, we have a Special Education representative that is on our ELL PLC and on our LAP Committee. We have continuous collaboration with the special education teachers and ELL Coordinator works closely with the Special Education Coordinator to ensure support for both sub-groups.

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?

Our SWD teachers have received extensive professional development on scaffolding the needs of the ELL student in their class. Our network provided training on scaffolding lesson plans. Our school- wide focus this year is on creating multiple entry points to meet the needs of all students. Our PD calendar contains a timeline for different PD opportunities throughout the school year. In addition our ELL teachers push-in to self-contained Special Education classes to assist and meet the needs of the students. One of our ICT teachers also holds an ESL license and helps provide access to academic content in all 4 academic areas.

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?

Our ELL and Special Education teachers are on Grade Teacher Teams where they are able to collaborate on curricular, instructional needs of the students. Our self-contained Special Education class is parallel programmed with our ICT class in order to allow flexibility for students to accelerate English Language Development and attain proficiency in their least restrictive environment.

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:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

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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.
- Title III money is used to fund ELL Academic Success Program. Students are grouped based on the NYSESLAT exam results. Students are programmed to attend twice a week for a total of three hours a week. Our 4 ELL teachers and 1 ICT/ELL teacher will work with small groups on the differing needs of the students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our Afterschool extended day program has been effective in addressing our students needs. Students are grouped according to their NYSESLAT levels. We have five teachers programmed to work with small groups to meet the needs of both content and language development. In our newcomer/beginner group teachers are also able to work on Culturally relevant topics/holidays.
11. What new programs or improvements will be considered for the upcoming school year?
- The ELL Academic Success Program will begin earlier in the school then the previous year and it will run through until the end of March right before the State exams. In that way we can ensure that students receive supports needed to be successful both on the state exams and school work.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are included in all student activities. Flyers, letters, and posters advertising events are written in both English and Spanish.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our Freestanding ESL program uses the native language to scaffold and support, especially for newcomers and beginners. The students also have access to bilingual dictionaries and content area textbooks in their native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The ELLs in our school are supported through a multitude of resources. The Highpoint Series by Hampton Brown that is specific for ESL, ESL Scott Foresman Series, Oxford Picture and content dictionaries, electronic translators, Smart board, laptops, portable DVD players (used for newcomers and beginners). In addition to the availability of support through technology, Achieve 3000, Great Leaps, Options, and Soliloquy reading programs are used. We also have small group instruction through flexible grouping and differentiated instruction in all academic content areas that helps support our ELLs. We also have a classroom library with an array of levels and genres in all ESL classrooms. The ELLs also receive social support provided by the Guidance Counselor, SAPIS worker, Parent Coordinator, ELL Coordinator and homeroom teachers.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All required services support and resources correspond and are aligned to appropriate age and grade level of students.
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.
- Prior to the school year we provide a new student school orientation with a parent participation. At the orientation the students meet their teachers and are given the school handbook that outlines all the policies for the upcoming year. Additionally, the students are given an opportunity to visit the school in the year prior to beginning of the school year. The students can then familiarize themselves with the layout of the building.
14. The ELLs are offered the same language electives as the mainstream students, which include Spanish and Latin. Additionally, we have an English elective class that is offered to the ELL students.
18. What language electives are offered to ELLs?
- We currently offer Spanish to students in Grade 8.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The staff receives ongoing professional development provided by the ELL Coordinator. Weekly common planning meetings provide opportunities for teachers to plan and share best practices, and most importantly articulate with non ESL teachers of ELLs. The staff is provided with opportunities for outside professional development through BETAC and professional development opportunities found on NYC DOE website and OELL opportunities. In addition to the ESL teachers, all staff members are trained in varied ELL workshops given throughout the year during professional development, after school, lunch and learn, and prep time.
 2. As a 6-12 school, we have the opportunity to provide continuous professional development to our staff based on the staff member's needs. Our teachers and other staff are have ample opportunities during common planning periods, departmental meetings, and PLC's, to articulate best practices to support the transition from middle school into high school. We also work closely with our Guidance Department to ensure that all students receive the support necessary with the transition.
 3. The minimum 7.5 hours of ELL training is provided on the designated professional development days, common planning time, and in the professional learning communities, which meet two times a week. The professional development included a history/background of Jose P., specific case studies and using RTI to determine interventions students receive.
 4. Records of required professional development our included on our yearly PD Calendar and agendas/attendance are maintained in our pd PD binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We work closely with our Parent Coordinator (Ms. Castro), and the PTA to make sure that ELL parents are well informed and participating in the decision making for their children. Our parents participate in the summer orientation program where they are introduced to the school's policies. We have ELL parents represented on the School Leadership Team and they work closely with all members on the Comprehensive Educational Plan. Our continued support for our parents includes:
 - Parent Orientations which begin in September
 - Monthly follow up orientations as new students enroll
 - Conferences- Parent Conferences – 3 in the Fall /Winter – and 3 Winter / Spring
 - ELL workshop during the Parent-Teacher Conference nights and throughout the school yearTranslation services are available are provided at PTA meetings, SLT meetings, Parent-Teacher Conferences and all workshops. Translation services are provided by either an outside agency or through bilingual staff including: teachers, secretaries, teacher aides, administrators and our parent coordinator, Ms. Castro.
 2. Currently we working on developing a partnership with Children's Aid, a community based organization that will provide fun activities as well as workshops on parenting.
 3. The evaluation of the needs of our parents is a process which begins with the analysis of the Learning Environment Survey. The parent information is analyzed and used to determine our support services and/or programs for our parents in the upcoming school year. The Parent Coordinator is also a member of our Cabinet Team which meets on a weekly basis. This is a school wide decision making team and the parent coordinator represents the voice of all of our parents. We have ongoing PTA meetings as well as the School Leadership Team meetings that also provide us with an abundance of information regarding the needs of the parents.
 4. The results of our ongoing parental evaluations are used as the platform for parental involvement activities. The data gathered drives our activities, such as, the development of ESL classes for our ELL parents. We also are starting computer classes with the help a bilingual technology teacher. Our parents have also shown interest in hobbies and this year we have created Arts and Crafts workshops. These classes include jewelry making, craft making from recyclable materials, and fabric painting.

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: IN-Tech Academy

School DBN: 10X368

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Allen	Principal		11/8/13
Margarita Rosa	Assistant Principal		11/8/13
Alexandra Castro	Parent Coordinator		11/8/13
Norman Powell	ESL Teacher		11/8/13
	Parent		1/1/01
Maria Clemente/ESL Teacher	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Shirine Andraws	Coach		11/8/13
	Coach		11/8/13
Liliana Mora	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: **10X368** School Name: **IN-Tech Academy, MS/HS 368**

Cluster: Network: **CFN 571**

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

Part A: Needs Assessment Findings

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

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

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.

According to the ATS report approximatley 82% of families are hispanic. Parents/teachers/administrators have been notified of translation provided at the SLT meetings, PTA meetings and during parent/teacher conferences.

Part B: Strategies and Activities

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

Translation is provided in house by the parent coordinator and other staff members as well as NYCDOE approved translation services (outside vendor) and the translation and interpretation unit. School notices are sent via backpack with the students, are posted on our website and information is communicated to parents via school messenger (automated calling system).

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

Oral interpretation is provided for parent/teacher conferences, parent/teacher meetings, orientation, PTA meetings/workshops, SLT and school events throughout the schoolyear. Oral interpretation is provided by the parent coordinator, school personell, parent volunteers as well as NYCDOE approved translation services vendor.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: IN-Tech Academy	DBN: 10X368
Cluster Leader: Douglas Knecht	Network Leader: Bob Cohen
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 93
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

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

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

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

Professional Development Dates:

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

October 22, 2012- Achieve 3000 PD

November 6, 2012- Cluster PD for ELL teachers

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

