

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

30Q258

School Name:

ENERGY TECH HIGH SCHOOL

Principal:

HOPE BARTER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School (9-14) School Number (DBN): 30Q258
School Type: P-TECH/CTE/Early College Grades Served: 9-14 (currently 9-10)
School Address: 36-41 28th Street, Long Island City, NY 11106
Phone Number: (718) 472-0536 Fax: (718) 472-0490
School Contact Person: Hope Barter Email Address: hbarter@schools.nyc.gov
Principal: Hope Barter
UFT Chapter Leader: Steven Ley
Parents' Association President: Yonette Griffith
SLT Chairperson: Hope Barter
Student Representative(s): Arthur Rocha, Rayshmee Singh

District Information

District: 30 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: (718) 281-7696 Fax: (718) 281-7519

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Alan Dichter/Cass Conrad

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Hope Barter	*Principal or Designee	
Steven Ley	*UFT Chapter Leader or Designee	
Yonette Griffith	*PA/PTA President or Designated Co-President	
Natalia Alvarez, Parent Coordinator (Observer Only)	DC 37 Representative, if applicable	
Arthur Rocha Rayshmee Singh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Tania Mohammed	Member/ Teacher, ESL	
Antonette Bartelucci	Member/ Teacher, ELA	
Noonadai Singh	Member/ Parent	
Jeannine Colon	Member/ Parent	
Raquel Martinez	Member/ Parent	
Melissa Betancur	Member/ Parent	
Dayana Quinones	Member/ Guidance Counselor	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Energy Tech High School is an innovative Early College Initiative (ECI) and Career and Technical Education (CTE) program, serving students in grades 9-14. The school follows the P-TECH model, wherein partners from the NYCDOE, CUNY, and industry collaborate to develop a 6-year sequence of high school and college courses as well as career-oriented experiences. The goal of schools like Energy Tech is to carve out unique pathways to in-demand jobs on a ladder of growth in the local economy. Energy Tech is a partnership between the NYCDOE, CUNY, ECI, LaGuardia Community College, Con Edison, and National Grid. The 6-year program is mapped in alignment with engineering and technology careers in the local energy and utility industry, and students will graduate from the program with a cutting-edge AAS degree – free of cost to students.

Energy Tech is in its second year of development, and currently serves 227 students in grades 9 and 10. At the end of Year 1, almost 94% of our first cohort of students earned 10+ high school credits, 89% passed their mathematics Regents examinations, and 84% passed their Living Environment Regents examinations. Nearly 50% of current 10th grade students have passed their mathematics Regents examinations with a score of 80 or higher, which is the CUNY benchmark for proficiency and access to college coursework. 29% of 10th grade students have recently earned their first 3 college credits for their first course – HUP 102, Critical Thinking – at LaGuardia Community College. An additional 48% of 10th grade students are registered to take the course in the spring of 2015, along with 15 students who will take Math 115 in an Early College cohort class with International High School and Middle College High School students.

Energy Tech has also raised the percentage of female students – who are traditionally underrepresented in the school's area of focus – from 15% to 22% over the course of its first two years of development through targeted recruitment efforts. The current 9th grade cohort is comprised of 76% male and 24% female students. The school continues to focus recruitment efforts on raising the number of incoming female students, as well as providing support and resources to retain current female students. Energy Tech was recently awarded a competitive grant from Verizon to expand its Women in STEM programming, specifically to further develop the school's Robotics Initiative and a series of workshops, trips, guest speakers, and networking events for students.

This year, Energy Tech seeks to improve credit accumulation and Regents pass rates – at the 80+ benchmark – in order to increasingly move all students toward the CUNY benchmarks so that they are able to participate in college coursework at specific points in our 6-year scope and sequence and take full advantage of our 9-14 school model. We aim to reduce the number of students who are programmed for our summer mathematics intensive, which is a non-credit college course focused on building a strong algebraic foundation and a bridge to Geometry and Algebra II/Trigonometry. In turn, we would like to increase the number of students who earn an 80+ on mathematics Regents examinations during the school year, so that they are able to participate in industry-driven case studies during the summer programming. These activities are further supported by a growing partnership with Liberty Partnership at LaGuardia Community College. Over the course of the past year, this partnership has also offered students the opportunity to participate in weekend and summer classes in: engineering (GIS, statics, SolidWorks, etc.), SAT preparation, swimming, digital photography, Latin dance, the Art of New York City, poetry, and more. The partnership also helps to

fund the school's broad array of in-house extracurricular offerings, which include Green Team, FIRST Robotics (FRC), Creative Writing, Music Appreciation, Shakespeare Club, Programming Club, Anime/Gaming Club, Film Club, Community Service, as well as sports and tutoring in each subject.

In school year 2014-2015, Energy Tech is continuing to develop the 6-year scope and sequence of high school and college coursework, the backbone of college and career preparation courses and experiences, as well as industry exposure events – and progressively internship and other hands-on career development activities. This year, we have launched our first job shadowing program through Con Edison, as well as our first year of industry mentoring in partnership with National Grid and Con Edison. Approximately 25% of 10th grade students have already participated in a semester-long job shadowing intensive this year, and 100% of 10th grade students are currently participating in monthly mentoring and network events with 25+ mentors/professionals from our industry partnerships. The programs are focused on building awareness of career opportunities within the local utility industry, excitement about STEM fields in general, and further guidance for students in meeting their personal, academic, and professional goals. Specific programming has been development in response to and alignment with data stemming from a survey designed and implemented in collaboration with the Early College Initiative at CUNY.

Energy Tech also is focusing on increasing parent involvement by offering additional opportunities to access information both about their children's learning and development, and also about upcoming events, programs, and opportunities at the school. Specifically, Energy Tech launched the PowerSchool system this year, in partnership with the Early College Initiative at CUNY. In this system, teachers share grades, comments, and other information electronically with students and families on an ongoing basis. The school has also undertaken a significant website re-design and re-launch project to better communicate with current and prospective families, partners, and the greater community. Additionally, we have initiated a monthly Community Coffee Hour, which is a casual forum for parents and community members to learn more about current happenings at the school, participate in decisions, and explore a range of topics of popular interest (e.g. guest speakers from our partnerships, workshops about parenting topics of choice, etc.). This is part of a broader strategy to improve communication, based on feedback from the school survey, as well as in internal comprehensive needs assessment. This is particularly important, give our school's unique model and number of external partnerships.

Energy Tech continues to focus on improving attendance, given the belief that at a rigorous early college and career preparatory program, it is necessary to be present in classes every day. Our students – who have varying levels of academic preparation when they arrive as 9th graders – participate in a STEM-intensive accelerated program, and begin taking college coursework as early as 10th grade. Given these rigorous expectations, we monitor attendance closely. So far, we have raised our attendance from 93.9% to 94.9%, with the intention of increasing attendance to over 95%. We are preparing our students for the expectations they will encounter both in college and in the workforce, and we additionally encourage all students to participate in our extended day, week and year programming. Based on parent feedback and Regents data, we have expanded this year our offerings for Saturday Academy, in which students receive additional academic support for their coursework and intensive Regents preparation.

Finally, Energy Tech is pleased to continue with a grant-funded partnership with Solar One, through which students are receiving weekly project-based learning focused on sustainability and clean technology. Additionally, Energy Tech teachers were offered training and ultimately credentials in GPRO Fundamental + Electrical, and 25 10th grade students will undergo similar training and a certificate course in the spring.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A comprehensive review of data relating to rigorous instruction at Energy Tech was conducted by closely analyzing STARS scholarship reports, NYSED Regents examination reports and item analyses, PowerSchool reports, grade and content team minutes and work products, teacher anecdotal records and information, New School Quality Review (NSQR) feedback, curriculum and lesson review, and student feedback. In both NYC school survey and a school-generated survey developed in partnership with Early College Initiative at CUNY, students self-reported that “they need to work hard to get good grades”. We also reviewed the numbers and percentages of students attending after-school, Saturday, and summer support and enrichment activities. Approximately 50% of the 10th grade class attended Saturday Academy for Regents and academic support during SY 2013-2014. Approximately 80% of the 10th grade class attended Summer Enrichment for mathematics support in attaining the 80%+ benchmark on the Algebra and Geometry Regents examinations, or for an engineering case study project.

Previous year’s professional development focused on Universal Design for Learning (UDL), Principle I, with uneven results reflected in rounds and in NSQR data. Based on that – and additionally the need for more entry points for the school’s diverse learners, the school has designated a UDL Lead at the school-level who attends a series of network-facilitated professional learning events, and periodically shares information with and trains the greater school staff. In addition, the school’s Special Education Team is currently engaged with general education teacher to review and plan curriculum using the UDL framework, with a particular focus on Principles I and II.

Energy Tech closely observed data stemming from the Summer Enrichment mathematics program, which was designed in collaboration with CUNY At Home in College, LaGuardia Community College, Liberty Partnership, and the Early College Initiative at CUNY. This collaboration utilized Math 096, College Focus, ALEKS, and other resources to design a 3-hour intensive math course for students who passed the Algebra I Regents with a score lower than 80. Drawing from the success of the program, Energy Tech will expand its use of ALEKS, and will engage high school math instructors with the summer curriculum as they continue to refine the Algebra I and Geometry curriculum.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, at least 75% of Energy Tech rising 11th graders and 65% of rising 10th graders will have met the CUNY benchmark for proficiency (80%+) on mathematics Regents examinations and will be eligible for college coursework through LaGuardia Community College.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> • Convene mathematics teachers in late summer and early fall to analyze trends in Integrated Algebra, Algebra I Common Core assessments, as well as scholarship data • Class sizes in Geometry reduced, particularly for students who earned below 80% on the Algebra I Regents examination • Develop pacing calendar for year, as well as systems and structures (e.g. Google Drive files, meeting norms and times, unit template, tools for collaborative planning, etc.) • Review NYSED modules, previous year’s curriculum/lessons, AHIC materials, summer curriculum • Designate lead teacher for AHIC professional learning series, to meet on a quarterly basis and turnkey resources and information to math department • Develop visitation schedule with CUNY and AHIC coaches, as well as plan for monitoring progress and consulting with school leadership • Refine curriculum, and develop calendar of benchmark assessments by course • Conduct baseline assessments with students to create balanced classes • Train and deploy LaGuardia field work in-class tutors • Review curriculum for UDL Principle I • Support all students in the creation of Delta Math and ALEKS accounts for self-directed, self-paced online learning, as well as periodic assessments and regular homework tasks • Meet as team on weekly basis to review ALEKS and classroom data • ESL teacher begins to attend OELL/STEM – Algebra professional learning community to support push-in ESL support services • Regents preparation classes are conducted for targeted students beginning in December and running through January • Weekly grade team and content teams identify students in need of after-school tutoring, which is conducted by the math department on Wednesdays and Thursdays in the computer lab • Teacher conducts ALEKS training for parents at January Community Coffee Hour • Computer lab is opened for students starting at 8:00am three days per week, and from 3:00-4:00pm three days per week • College and Career Foundations class convenes in computer lab once per week to allow students to check PowerSchool grades and complete ALEKS weekly objectives • One period per week of Geometry Lab is added to 10th grade schedule to accommodate ALEKS online learning 	<p>Math department teachers; all students enrolled in Algebra I and Geometry; lowest performing group of students targeted for Saturday and after-school programs</p>	<p>September – late January</p>	<p>Principal, AP, math teachers, CUNY coach, AHIC coach, Early College Liaison</p>

<ul style="list-style-type: none"> Mastery and re-teaching intensive conducted with lowest performing third of 9th and 10th grade students during January Regents week 			
<ul style="list-style-type: none"> Algebra II/Trigonometry class begins Math 115 college course in partnership with LaGuardia Community College, International High School, and Middle College High School Students are re-grouped for second semester classes based on teacher recommendation (heterogeneous groups retained) Teachers review mid-year Regents data and mock-Regents data to plan for spring Saturday Academy and to revise spring curriculum and interventions March Student-led Conferences (SLCs) include the presentation of math progress, including Regents/mock-Regents scores, ALEKS data, and PowerSchool reports UDL curriculum review for UDL Principle II 	All students; Algebra II/Trig group; lowest performing third	February - March	Principal, AP, AHIC coach, CUNY coach
<ul style="list-style-type: none"> Spring Saturday Academy runs from May – late June Teachers continue to develop, assign, and analyze periodic assessments Teacher implement and analyze MOSL assessments, and use data to inform Saturday Academy programming Additional after-school hours and resources are allocated for after-school tutoring as needed UDL curriculum review for UDL Principle III Early College Liaison monitors Math 115 class, providing feedback to Algebra II/Trigonometry teacher to inform next steps for students and curriculum 	All students; lowest performing third	April - June	Principal, AP, AHIC coach, CUNY coach, Early College Liaison
<ul style="list-style-type: none"> Summer Enrichment class offered to students who do not meet the 80 benchmark Summer case study offered to students who exceed the 80 benchmark Liberty Partnership summer SAT preparatory classes offered free of cost to all families Parents invited to end-of-summer exposition and annual potluck, in collaboration with the ETHS Parent Association Students re-take Regents examinations in August Summer Retreat to reflect upon progress – teachers, school leaders, parent and student representatives, college faculty, Early College Liaison, etc. 	Students below the 80 benchmark; students above the 80 benchmark	July - August	Principal, AP, AHIC coach, CUNY coach, Early College Liaison

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: 3 full-time mathematics teachers, 1 part-time mathematics teacher (Geometry Lab), Early College Liaison support, adjunct professor for Math 115 class and Summer Enrichment sections
Instructional resources: ALEKS online math course supplement for all students; Delta Math online practice for all students; AHIC/College Focus curriculum; Shell Centre, PRISM, EngageNY, and other Common Core-aligned performance tasks; manipulatives; additional graphic calculators, tablets, and laptops
Schedule adjustments: 1 additional period per week per class, Geometry Lab; CCF to meet one period per week in Computer Lab to accommodate ALEKS requirements; extended day, week, and year
Other resources: Title I per-session funds to be allocated for one-to-one and small-group tutoring after school and on Saturdays, as well as for the summer program;

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Grant funding to be used to supplement ALEKS licenses for Saturday and Summer programming; grant funds to be used to supplement existing technology for increased student online work; Title I and Tax Levy funds to be allocated for teacher overtime for the purposes of development of rigorous Common Core curriculum, data analysis, collaborative planning, collaborative student work analysis, and tutoring of Lowest Performing Third student subgroup

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

January Regents/Mock-Regents (last week in January): Students will either re-take Algebra Regents in January, or will take mock Regents examinations in Algebra I and Geometry. Data will be collaboratively analyzed on February 2, and team will determine next steps.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The terms “safe, supported, and challenged” happen to be 3 of the 5 core values at our school. When we designed foundational programs and practices for Energy Tech, we brainstormed what it would look like, sound like, and feel like for students and members of our community to be safe, known and valued, challenged and supported, and accountable and empowered. From this set of ideas, our founding team shared the responsibility for the design, implementation, and monitoring of targeted programs and practices, such as our monthly Town Hall meetings, or our conflict resolution model. Periodically, we have, as a staff, come together to reflect upon our progress in these areas, and have made adjustments as needed. Based on last year’s data, the school developed a morning “check in” procedure for students, in which each student meets with a staff member in a small group each day before classes begin. We also have 3 trained Respect for All liaisons, a full-time guidance counselor, a full-time social worker, a parent coordinator, and two additional community titles. Our guidance counselor and social worker are trained in conflict resolution and mediation, and a small team is trained in Restorative Circles, which are an emerging practice at the school, and for which the school receives support from Morningside.

Additionally, the school has worked with Ramapo for Children, and has provided staff workshops in positive behavior support, including a full-day team-building retreat. Energy Tech has also engaged students in a full-day retreat at the Ramapo campus in Rhinebeck, NY, as well as a day of team-building at Chelsea Piers. Students also have access to a wide range of extracurricular programming after school, on the weekends, and during the summer. There are opportunities for after-school tutoring 3 days per week, for Saturday academic support, and also optional summer support and enrichment. Approximately 50% of students have participated in Saturday programming, and almost 80% of students participated in summer programming – the majority of which is optional. Finally, we have developed and continued to refine our in-class tutoring support for students by LaGuardia Community College field work interns.

In reviewing where Energy Tech stands with respect to this standard, we have analyzed attendance data, discipline referrals, OORS data, student survey data, and qualitative feedback. In a spring 2014 survey, 84.9% of students indicated that one of the best aspects of Energy Tech is the staff, and reported feeling supported in academic and other issues by their teachers. From 2013-2014 to 2014-2015, there has been a significant reduction in OORS incidents and other classroom referrals, as a result of the steps that the school has taken to continuously revisit its culture and environment for learning. Indicator 1.4 was rated Highly Effective in our recent New School Quality Review (NSQR), and some of the policies and practices commended included our Student Ambassadors, Town Halls, and emerging collaborative learning practices in the classroom. Given feedback from teaching staff about student ownership of learning and work products, we have recently launched Student-Led Conferencing (SLCs), and continue to develop and embed these practices.

Based on our comprehensive review, Energy Tech seeks to focus its attention on the support and retention specifically of female students in its STEM program. Recognizing that female students are underrepresented in both our school and an STEM careers, we seek to develop a program to increase interest in STEM fields and performance in coursework. We also aim to retain our female students, as well as support recruitment efforts for incoming cohorts. Considering our subgroups, we seek to ensure that this particular group of students feels safe, challenged, and supported in the Energy Tech community.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of female students will have participated in the school's Women in STEM programming, and at least 75% will demonstrate increased interest in STEM and classroom performance, as will be evidenced by school-generated survey data and academic records.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Convene Young Women in STEM (YWS) committee, comprised of teachers, leaders, Industry Liaison, College Liaison, guidance staff, Parent Coordinator, Community Associate, and parent/student representatives Collaboratively develop a scope and sequence of mentoring, networking, field trips, guest speakers, robotics events, and other activities for the January to August time period Recruit students, mentors, and supervising teacher for the program; advertise widely among families and community Conduct baseline survey; implement interests survey to gauge student interest in specific activities/events Launch VEX robotics program as a supplement to the existing FIRST FRC Team (5298) Commence weekly YWS club meetings 	Female students, 8 th grade female students from other campus school	December - January	Principal, Industry Liaison, Community Associate, Parent Coordinator, Early College Liaison, Engineering Staff
<ul style="list-style-type: none"> Teacher and college mentors will conduct weekly programming in areas including: coding basics, SolidWorks, 3-D printing/fabrication, etc. Club will participate in field trips, networking, and job shadowing events at venues such as LaGuardia Community College, Google, industry partnerships, etc. Group will participate in VEX robotics curriculum and competitive events 	Female students, 8 th grade female students from other campus school	February - March	Principal, Industry Liaison, Community Associate, Parent Coordinator, Early College Liaison, Engineering Staff, Guidance
<ul style="list-style-type: none"> School will conduct a mid-point survey and review of performance data to measure impact on students Club will continue with trips, networking, and other career-readiness activities Club will continue to participate in VEX robotics challenges Club will explore other STEM topics of student interest College mentors will review grades and goals on a weekly basis with students Trips and special events will be open to other targeted subgroups at the school 	Female students; additional interested students, particularly from school subgroups	April - May	Principal, Industry Liaison, Community Associate, Parent Coordinator, Early College Liaison, Engineering Staff, Guidance

<ul style="list-style-type: none"> • YWS will participate in summer enrichment activities, including a trip to Brooklyn Grange, and possibly Indian Point Energy Center • YWS will continue to participate in robotics activities, and will plan recruitment activities for the next cohort of students • Culminating celebration • Final assessment and presentations 	Female students; additional interested students, particularly from school subgroups	June - August	Principal, Industry Liaison, Community Associate, Parent Coordinator, Early College Liaison, Engineering Staff, Guidance
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: Industry Liaison, College Liaison, Community Associate, Parent Coordinator, Engineering Staff, per-session teacher(s), college mentors, guest speakers

Instructional resources: robotics materials and equipment (VEX Robotics), SolidWorks, 3-D printer and fabrication materials, coding resources, laptops/tablets

Programmatic resources: overtime funding for staff, administration of survey, data collection and analysis expenses

Other resources: stipend funds for college mentors; field trips; summer case study expenses

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Energy Tech will utilize funding from Verizon Innovate Learning grant, supported by Tax Levy funding, to support these actions. Energy Tech will additionally make use of in-kind contributions from other partnerships. Some additional general Robotics funding is provided through Con Edison, Pershing Square, and the Bezos Family Foundation.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

School will conduct a baseline assessment by reviewing current student classroom performance, as well as a school-generated survey in January 2015. Additionally, the school will check progress in April using the same metrics, as well as in August 2015.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Grant timeline was pushed back due to additional time required to process funds; school recruited a program manager and is in the process of recruiting mentors. School has started to advertise for the program in an effort to recruit interested students, and will extend the program to at least one other neighborhood high school.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In considering current practice in this area, we reviewed the NYC School Survey, teacher participation in teams and professional learning opportunities, New School Quality Review (NSQR) data, team meeting notes, student achievement data, and other anecdotal information. In the spring 2014 NYC School Survey, 100% of teachers responded that school leaders allocate time for team meetings, and 100% responded that teachers work together in teams to improve practice. 100% indicated that their professional learning opportunities have been coherent, sustained, given them the opportunity to collaborate with other teachers, and have supported content knowledge. This data also revealed that teachers felt trust among staff, that successes were highlighted, and that they worked more collaboratively than in previous years.

All teachers at Energy Tech are programmed for and provided resources to participate in a wide array of teams – content teams, grade teams, Instructional Leadership Team (ILT), School Leadership Team (SLT), School Implementation Team (SIT), administrative cabinet, Technical Skills Subcommittee, Leadership Skills Subcommittee, Recruitment Subcommittee, Planning Team, Restorative Circles Team, etc. The school makes use of its Google Drive to capture meeting notes, work products, and protocols used by each team. The school has also provided, and continues to provide this year, training in facilitative leadership and team-building opportunities.

Teachers this year have deepened their connection with college and industry personnel, and have expressed in their End of Year and Beginning of Year conferences the desire to expand their collaboration with college faculty to better align curriculum and instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will have participated in at least 2 collaborative planning sessions with LaGuardia Community College and other partnership faculty and staff, which will result in curriculum updates, as will be captured in the school’s Rubicon Atlas curriculum mapping system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of			

Trust			
<ul style="list-style-type: none"> College Liaison and AP will collaborate to develop a calendar of meetings, protocols for meeting, and expected work products for high school teachers Liaison and Principal will present overview of school to college department heads in preparation for department planning sessions Liaison will schedule meetings for faculty and teachers at the college and high school in order to strengthen the partnership and ensure that students are learning the material and skills needed to transition into college classes Faculty will present syllabi and other curricular resources to acclimate high school teachers to the expectations for the college courses students will take by discipline Faculty and teachers will discuss challenges, expectations, content and innovative teaching methods in preparing students for college courses Faculty and teachers will collaboratively look at student work to identify areas for improvement in high school curriculum Faculty will review high school syllabi and curriculum overviews, providing feedback to strengthen the alignment with college coursework 	Energy Tech core content area teachers	December - June	AP, College Liaison, Guidance
<ul style="list-style-type: none"> College Liaison and AP will collaborate to develop a calendar of meetings, protocols for meeting, and expected work products for high school teachers Liaison and Principal will present overview of school to college department heads in preparation for department planning sessions Liaison will schedule meetings for faculty and teachers at the college and high school in order to strengthen the partnership and ensure that students are learning the material and skills needed to transition into college classes Faculty will present syllabi and other curricular resources to acclimate high school teachers to the expectations for the college courses students will take by discipline Faculty and teachers will discuss challenges, expectations, content and innovative teaching methods in preparing students for college courses Faculty and teachers will collaboratively look at student work to identify areas for improvement in high school curriculum Faculty will review high school syllabi and curriculum overviews, providing feedback to strengthen the alignment with college coursework 	Energy Tech CTE teachers	December- June	Principal, Industry Liaison, Early College Program Developer
<ul style="list-style-type: none"> Teachers will work in teams to incorporate feedback from college and industry professionals into Rubicon Atlas curriculum maps, and other instructional materials stored on the Google Drive Teachers will present revisions to school leadership and greater school staff 	Participating teachers	July – August	Principal, AP, College Liaison, Industry Liaison
<ul style="list-style-type: none"> College and Industry Liaisons will document work as part of the school's portfolio for CTE and college program approvals 	N/A	August	Principal, AP, CTE Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: Early College Liaison, Industry Liaison, Community Associate
Instructional resources: Rubicon Atlas Curriculum Mapping system; college syllabi; ETHS curriculum and rubrics
Schedule adjustments: Release time for teachers
Other resources: Stipends for college faculty; per-session for teacher overtime

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III	x	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

School will make use of NYCDOE Tax Levy and CUNY Tax Levy (Early College Initiative at CUNY) budgets to fund the above referenced activities.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

School will review meeting notes and curriculum map revisions in mid-February, late June, and late August, using the school’s curriculum review rubric and tools.

Part 6b. Complete in **February 2015**.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In engaging in a comprehensive review of the school’s data, school leadership, teachers, parents, and students provided feedback through a variety of methods. We reviewed classroom observation data, feedback from the NSQR related to indicators 1.2 and 2.2, as well as school survey data and school-generated survey data. This data revealed uneven challenge at times for students, and the need to ensure that collaborative work is evident across all classrooms. Also uneven was the extent to which adequate entry points in tasks were planned to support the learning of all learners, including students with disabilities and English Language Learners (ELLs). Survey data revealed that the preponderance of our learners gravitate towards hands-on projects and group work. Teachers, however, reported that student collaboration during group work in SY 2013-2014 was not consistent across all classrooms, with the need to clarify both content and behavioral expectations for what effect group tasks would look like in practice. This was a topic of discussion at a number of weekly faculty meetings in which our team identified school-wide “glows” and “grows”. This was also mirrored in classroom observation data.

In professional learning in SY 2013-2014, Depth of Knowledge (DOK), or cognitive rigor was a major component of our work. In addition to participating in workshops, we also shared tasks from across content areas and used protocols to give one another feedback to improve alignment to standards and increase the depth of knowledge required of students. This work continued into the summer, as the staff doubled to accommodate a new 9th grade cohort of students. In Beginning of Year conferences, this was a topic that was identified as an area to continue learning.

Moreover, the school being in its second year of a multi-year development, we recognize the need to equip our staff with the facilitative leadership skills required to share in decision-making and distribute the leadership of teams. This is essential in building a sustainable pipeline of leadership talent to grow the school in this and in future years. Recognizing this need, the school has expanded its teams to include a number of varied focus areas and leadership opportunities.

Finally, a team of teachers during summer 2014 participated in Buck Institute Project Based Learning (PBL) training based on teacher interest and student learning style. The school seeks to expand upon this work in SY 2014-2015.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By August 2015, professional learning at the school level will inform the inclusion of at least one DOK 3+ collaborative learning task per unit in each content area, as will be measured by review of curriculum using Rubicon Atlas and Google Drive, as well as school-created research-based collaborative learning rubrics and tools.
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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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<p>impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> School leaders convene Instructional Leadership Team content area leads for weekly inquiry; first meetings focus on developing norms, reviewing school goals and data, and brainstorming potential inquiry topics Instructional leadership teams selects focus area – collaborative learning – based on review of data Instructional leadership reviews research and literature in the area of collaborative learning 	<p>ILT Members (leads for each department)</p>	<p>September - October</p>	<p>Principal, AP</p>
<ul style="list-style-type: none"> ILT members work in pairs to develop components for a student-facing collaborative learning rubric, as well as a suite of teacher-facing planning tools ILT members create tasks for classroom implementation using drafts of tools ILT members present tasks to team for feedback prior to implementation ILT members implement tasks and norm with rubrics in classes; other ILT members visit to observe ILT debriefs and makes any necessary revisions to rubrics and tools ILT brainstorms and plans for full-staff roll-out 	<p>ILT Members (leads for each department)</p>	<p>November - December</p>	<p>Principal, AP</p>
<ul style="list-style-type: none"> ILT trains full staff in use of collaborative learning tools ILT guides staff through development of content-specific tasks ILT visits classrooms to observe tasks and give peer feedback Whole staff debriefs during Monday professional learning time 	<p>Whole staff</p>	<p>January</p>	<p>ILT Members</p>
<ul style="list-style-type: none"> ILT leads periodic check-ins with whole staff about inclusion of collaborative learning tasks in curriculum ILT collects tasks from content teams for analysis in meetings with the lens of DOK ILT provides feedback on rigor of tasks to content teams ILT – in collaboration with ESL – repeats inquiry process with Academic Vocabulary Initiative 	<p>Whole staff</p>	<p>February - June</p>	<p>ILT Members</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: Principal, AP, content leads

Instructional resources: Buck Institute materials, Google Drive, additional Buck Institute training

Schedule adjustments: Team to meet on Tuesday mornings before the start of school

Other resources: Per-session funds for teachers to work outside of school time

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

In April, the ILT will review collaborative learning tasks that have been created for alignment and rigor. In June, school leaders will review curriculum using Rubicon Atlas.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In reviewing parent involvement data for SY 2013-2014, Energy Tech reviewed PCAR data, sign-in sheets from PA meetings, open houses, and other events, as well as attendance at workshops. The school also reviewed parent and family contact logs, JupiterGrades data, and Global Connect reports. The school made note of the fact that there was 75-100% attendance at events involving student progress, such as parent-teacher conferences. Parent contact with the school was frequent regarding student grades, particularly through the use of the online gradebook tool.

Looking at Parent Association and other event data, however, reflected a lower percentage of families in attendance. Because of this, the SLT and PA Executive Board, as well as other school stakeholders, have devised new strategies to improve family participation in both academic and non-academic life at Energy Tech. The school reflected upon NYC school survey data and anecdotal feedback to take steps to improve community-wide communication and access to activities and events, and to plan a series of high-interest ways in which families can play a more active role in day-to-day life at Energy Tech.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Energy Tech will increase parent and community involvement in monthly PA and Community Coffee Hour activities by 15%, as will be evidence by Parent Coordinator Activity Record reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • PA Executive Board, SLT, and ETHS Administrative Cabinet brainstorm ideas to improve communication and access, as well as to plan activities and events in alignment with family needs and interests • School begins website re-design and re-launch based on a 	ETHS parents and community members	September - December	Principal, Parent Coordinator, Guidance and Social Work, Community

<p>communications needs assessment and input from various stakeholders</p> <ul style="list-style-type: none"> • School implements a parent needs-interests survey at fall open school nights • School reviews language access protocols/NYCDOE resources to increase access to language translation at meetings and events (e.g. utilizing bilingual staff and community members, utilizing NYCDOE phone-in resources, etc.) • School initiates a monthly family and partner newsletter that is available in print and through e-mail; newsletter contains course updates, announcements, interest stories, pictures, calendar of events, etc. • Parent Coordinator initiates a weekly e-mail blast to families, guided by weekly Google Forms that are collected from staff • School initiates a Community Coffee Hour on the first Friday of every month – parents are invited to attend to hear updates, participate in workshops, ask questions, and stay for the monthly Town Hall meeting • School initiates a weekly staff e-mail newsletter to improve communication within the school community and to celebrate the good work happening throughout the school • Parents are invited to celebrate the first college course, HUP 102, at student final presentations 			Associate, PA Executive Board
<ul style="list-style-type: none"> • Community Associate and Parent Coordinator, in consultation with Guidance and Social Worker, liaise with Western Queens and the NYC Parent Partnership to offer monthly workshops in topics of parent interest (e.g. Challenging Adolescent Behavior, Responsible Use of Social Media, Restorative Circles, etc.) • Parents are invited to participate in Respect for All Week special events • School staff members plan presentations to share at PA and Community Coffee Hour (e.g. Using PowerSchool, Supporting Students with ALEKS, etc.) • Community Associate and Parent Coordinator make personal phone calls and utilize Global Connect to advertise meetings and events; social media and e-mail are also employed • Newly designed website re-launches; school Programming Club is trained in the use of the Content Management System (CMS) to support with periodic updates • PA hosts January Dessert Social on the last Saturday of Winter Saturday Academy to celebrate hard work and wish students luck on the January Regents examinations 	ETHS parents, community members, partners, prospective students and families	January – February	Principal, Parent Coordinator, Guidance and Social Work, Community Associate, PA Executive Board, Programming Club, College Liaison, Industry Liaison
<ul style="list-style-type: none"> • Recurring meetings and activities continue • Parents are invited to participate in monthly industry awareness field trips • PA and school staff host a May Expo during the May Open School Night to celebrate work in classrooms, clubs, and activities • School conducts Parent Survey to gauge effectiveness of activities; re-groups PA Executive Board/SLT to plan for SY 2015-2015 	ETHS parents and community members	March - June	Principal, Parent Coordinator, Guidance and Social Work, Community Associate, PA Executive Board

<ul style="list-style-type: none"> PA hosts annual August Family Culture Day Potluck Lunch to welcome the new cohort of students and families 	ETHS parents and community members, incoming students and families	July - August	Principal, Parent Coordinator, Guidance and Social Work, Community Associate, PA Executive Board
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: Community Associate to assist Parent Coordinator with outreach
Instructional resources: CBO support from Western Queens, Morningside, and NYC Parent Partnerships
Schedule adjustment: N/A
Other resources: N/A

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Parent Involvement funds; Restorative Circle/Morningside allocation									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

School will conduct June reflection survey to gauge how effective the program was for parents, and will additionally monitor participation rate at PA meetings and Community Coffee Hour events on a monthly basis. School will reflect upon data in February to check progress.

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Though efforts have improved parent engagement, the benchmark percentage was not attained. School Leadership Team met to plan additional efforts, which include but are not limited to: a Zumba workshop, arts and crafts workshops, website upgrades, and the May Open School Night. Parent Coordinator and Community Associate have amended efforts to call homes to talk with families about upcoming events and important announcements.					

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • 8th grade tests • Baseline tests (e.g. NYCPA) • Marking period grades • Grade Team recommendation • Parent/student request 	<p>Push-in and co-teaching services include parallel teaching, station teaching, small-group instruction, preteaching of vocabulary, use of scaffolded graphic organizers, etc. There are also opportunities for small skill-alike pull-out groups during extended literacy blocks. LaGCC field work interns provide in-class tutoring to individuals and groups, and Wilson is available as a reading supplement. Achieve3000 is assigned to struggling readers.</p>	<ul style="list-style-type: none"> • small group – in class • small group – out of class • individual after-school • online 	<ul style="list-style-type: none"> • before school • after school • in class • Saturday
Mathematics	<ul style="list-style-type: none"> • 8th grade tests • Baseline tests (e.g. NYCPA) • ALEKS diagnostic and benchmark tasks • Marking period grades • Grade Team recommendation • Parent/student request 	<p>Co-teaching services are available in mathematics, utilizing a number of different co-teaching models. In-class supports include a variety of guided notes, graphic organizers, tiered problems, group tasks, and use of manipulatives and visual reinforcements (e.g. Khan Academy, screencasts, etc.). LaGCC student field work interns tutor</p>	<ul style="list-style-type: none"> • small group – in class • small group – out of class • individual after-school • online 	<ul style="list-style-type: none"> • before school • after school • in class • Saturday • summer

		individual students and groups in class, and out of class tutoring is also available. Math department also makes use of Delta Math and ALEKS to provide online support and student data.		
Science	<ul style="list-style-type: none"> • 8th grade tests • Baseline tests (e.g. NYCPA) • Marking period grades • Grade Team recommendation • Parent/student request 	Co-teaching is available, and supports include a variety of co-teaching models. Course is co-planned to include a range of literacy supports, particularly focusing on building academic vocabulary. Students create notecards with Tier II and Tier III vocabulary words and are assessed on them in each unit. Class is laboratory intensive, offering extensive hands-on practice. World of Biology online course is used as a supplement, and tutoring and lab make-up is offered twice per week after school. Saturday Academy is also offered.	<ul style="list-style-type: none"> • small group – in class • small group – out of class • individual after-school • online 	<ul style="list-style-type: none"> • before school • after school • in class • Saturday
Social Studies	<ul style="list-style-type: none"> • Prior year ELA • Baseline tests (e.g. NYCPA) • Marking period grades • Grade Team recommendation • Parent/student request 	Co-teaching is available, and supports include a variety of co-teaching models. Course is co-planned to include a range of literacy supports, particularly focusing on building academic vocabulary and analyzing documents and texts. Extensive use of leveled texts, graphic organizers, collaborative learning, and study skills are planned	<ul style="list-style-type: none"> • small group – in class • small group – out of class • individual after-school 	<ul style="list-style-type: none"> • before school • after school • in class • Saturday • lunch time

		into classroom instruction as well as out-of-class tutoring. Saturday support classes are offered, and additionally LaGCC field work interns tutor in class.		
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Discipline referrals • Parent/student requests • Grade Team referrals • Marking period data 	<p>Guidance Counselor and Social Worker offer counseling for groups and individuals during and after school as part of mandated and at-risk services. Emergency mediation is provided, using research-based conflict de-escalation strategies. School staff is trained in Restorative Circles, which are used regularly in counseling and advisory settings. Students are also referred for outside services with CBOs or are referred to tutoring, clubs, and activities through the guidance and social work team. Mentoring and advisement are also available.</p>	<ul style="list-style-type: none"> • small group • individual • out-of-school referrals • Restorative Circles • mediation 	<ul style="list-style-type: none"> • before school • after school • in class • Saturday • lunch time

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

Leadership and team facilitation opportunities are presented to staff in order to better distribute leadership responsibilities, and also to develop and strengthen a pipeline of supervisory capacity at Energy Tech. Teachers are sent out on a monthly or quarterly basis for professional learning, particularly in the areas of facilitative leadership. Teachers participate in a monthly CUNY-run leadership institute, as well as a number of content-specific series of workshops. In-house professional development happens in content and grade teams, in Instructional Leadership Team, during contracted training times, etc. Teachers have access to college and industry professionals for ongoing collaboration about curriculum and instruction.

The school makes use of an Assistant Principal, three part-time mentors, and other school staff (e.g. CUNY SSO staff, Early College Liaison, Early College Program Associate, Community Associate, Industry Liaison, etc.) to develop instructional, leadership, and 9-14 model capacity. Teachers and other staff are periodically engaged in industry activities, such as site visits and participation on steering and sub-committees, on a regular basis.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The school program allocates time for daily and weekly team meetings for staff, as well as Monday after-school professional learning. Grade teams meet once per week and focus on individual studies and interdisciplinary issues. Content teams meet daily or weekly and focus on collaborative planning and looking at student work. The school program also makes time for weekly Instructional Leadership Team (ILT) meetings to drive targeted professional development and inquiry around student data. This will support leadership development and coaching capacity for teams and teachers at Energy Tech. The school also includes time for periodic Humanities and STEM teams, which are focused on activities such as academic vocabulary strategies and STEM argument rubrics. There are a number of opportunities to visit other teachers, and to participate in network and other out-of-school learning including Shakespeare Festival, Research in Science Education (RISE), UDL, facilitative leadership, sustainability practices, college and career curriculum development, CTE topics, etc. The principal attends monthly professional development facilitated by CUNY PSO, periodic professional learning focused on CTE, 9-14, and early college schools, as well as a Critical Friends Group (CFG) comprised of other principals. The principal also participates on a quarterly President's Cabinet at the partner college.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Energy Tech utilizes funds to provide intensive tutoring, academic, and counseling support for students identified in need. The school provides extensive in- and out-of-class supports to receive the academic and social-emotional services needed to master the rigorous curriculum and leadership and self-advocacy skills needed for success. Energy Tech provides additional study materials (e.g. Regents preparatory guides, calculators, school supplies, leveled texts, online learning supplements, etc.) to students who require additional assistance. Energy Tech also utilizes funds for trips and activities supportive of learning (e.g. seeing a Broadway show based on a book read in ELA, visiting the MoMath to investigate a concept learned in class, participating in robotics to support STEM concept-building, etc.) as needed.

3b. 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).

Planning, coordinator, and support of TA activities are fully aligned with the regular education program, as services are provided primarily by Energy Tech staff rather than outside providers. As much as is appropriate, academic supports are offered in push-in settings, after school, or on weekends to minimize disruptions to classwork. This is vital in ensuring that students have full access to the content and skills being taught on a daily basis. Additionally, the school offers a number of counseling and social-emotional support services after school, on weekends, and in the summer to maximize the amount of time in which students have access to resources and services to advance their development. Co-planning happens during regularly scheduled team meeting times, and therefore is consistent in frequency.

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. 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.

N/A

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax

Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	N/A		
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	N/A		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Energy Tech High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community.

Energy Tech High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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;

The 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;
- 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
- providing an online gradebook to give students and families ongoing access to information about student progress
- providing a monthly Community Coffee Hour as a forum to share updates, raise questions, and learn more about topics of parent interest

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q258 School Name: Energy Tech High School

Cluster: 05 Network: 521

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.

During incoming student orientation, families were given intake surveys on which they identified preferred languages for oral and written communication. This information was additionally collected on Emergency Blue Cards for all students, including those who did not attend incoming student orientation. Parent Coordinator and PA collected additional survey materials about parents' specific communication preferences. On an ongoing basis, the guidance counselor and Parent Coordinator communicate with families and revises communication preferences as needed. We additionally checked this information against the home language identification in ATS to ensure that appropriately translated forms and information are available. The school makes use of NYCDOE print and over-the-phone translation services, and bilingual staff members who speak Spanish, Bengali, Cantonese, and Greek in order to communicate with parents about preferences.

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

The school maintains a list of students requiring oral and written translation - predominately in Spanish - and the school currently employs a bilingual Guidance Counselor (Spanish), a bilingual Parent Coordinator (Spanish), and a bilingual Social Worker (Cantonese). In addition, we have identified a number of families who indicated a preference for English, but who have requested over-the-phone or in-person interpretation when there is an issue or a need at the school. Because of the volume of language needs - we have 20 different home languages at Energy Tech - the school pays particular attention to special events. At parent events, English, Spanish, Bengali, and Arabic print materials have been provided, with Spanish oral interpretation. Community Coffee Hours and PA meetings are conducted in both Spanish and English, with other languages by request. The school identifies a need for additional support in oral and written translation for our Polish-speaking families, and has reached out to its partner college - LaGuardia Community College - to support in this area. Students in the Community Service club provide translation in Spanish, Polish, Arabic, Bengali, and Korean at many of our special events.

Part B: Strategies and Activities

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

The school utilizes Global Connect, PowerSchool, weekly and monthly newsletters, and social media for families, which can be translated into preferred languages. These electronic services are a mechanism for communicating important information and updates to families. Additionally, the school provides home language translation for NYCDOE documents that go home, and additionally provides Spanish-language translations of school-created documents (including IEPs) for families. The school is in the process of having translations of the official student and family handbook in targeted languages to be displayed on the school website. The school will utilize NYCDOE translation services, translation support through partner organizations, and additionally translation support through bilingual school staff. The school also utilizes student volunteers for special events, such as school recruitment events, for languages that are more difficult to procure translation for - specifically Polish.

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

The school continues to make use of NYCDOE over-the-phone interpretation service for languages which are not spoken by school staff when working with families. The school utilizes school staff for Spanish and Bengali translation, and additionally is seeking the support of its partner, LaGuardia Community College, to provide translation at events. Finally, the school utilizes student volunteers in targeted languages for special events, such as recruitment fairs. The school is additionally adding a parent coordinator to support with language needs for our diverse community.

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>.

Energy Tech will provide all parents with the parents' Bill of Rights in the appropriate languages. Energy Tech prominently displays multiple signs in the hallways, by the security desk, and in the main office about translation and interpretation services, including those created by the New York City Department of Education and additionally information provided by the school about on-site interpretation available through school staff. There are signs at the main desk allowing parents to point to languages so that the school may procure an in-person or over-the-phone translator. Translations of important policies, announcements, and school calendars are available at the entrance to our school facility.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 30	Borough Queens	School Number 258
School Name Energy Tech High School		

B. Language Allocation Policy Team Composition [i](#) 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 Hope Barter	Assistant Principal N/A
Coach Karin Wissmann	Coach N/A
ESL Teacher Tania Mohammed	Guidance Counselor Dayana Quinones
Teacher/Subject Area	Parent vacancy
Teacher/Subject Area	Parent Coordinator vacancy - in process
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	0	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	1	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	118	Total number of ELLs	8	ELLs as share of total student population (%)	6.78%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In										3				3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	0	0	0	3

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	0	0	4	0	0	2	0	0	8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	4	0	0	2	0	0	8
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)										2				2
Advanced (A)										4				4
Total	0	7	0	0	0	7								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		6		1				8

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At Energy Tech High School, we began our inaugural year by administering a school-created and Common Core aligned ELA baseline, in which all of the students were assessed on their reading and writing skills. The data revealed that our group of ELLs require additional support in developing their literacy skills, especially in terms of decoding, comprehension of grade-level texts,

writing counterclaims, citing evidence from text, and self-start skills. Students were also given a reading intake assessment, and additional data about decoding and fluency was gathered that substantiated these data trends. This data informed our groupings of students, the purchasing of supplementary materials (e.g. listening centers, audiobooks, Wilson Program, and Achieve3000). The data also impacted the master schedule, and the assignment of ELL teacher services. Finally, this data has been used to inform daily common planning between ELA, ESL, Special Educator, and Related Services teaching staff.

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns indicated by the NYSESLAT modality proficiencies will most affect instructional decisions in the area of Listening and Writing. All students, including Advanced level students, require additional support in writing. Writing scaffolds will continue to be built into the ESL support class units, and writing performance tasks will also be addressed in the support class with additional interventions by the ESL teacher and content area teachers after school. Specific training will be given to all students in the various NYSESLAT modalities, with special attention paid to Listening and Writing. Listening sections will also be built into periodic assessments of ELLs to increase listening skills and stamina. These patterns further substantiate the need for our daily common planning period between ELA, ESL, Special Education staff. This period is facilitated by a Literacy Coach to ensure that students are making progress in alignment with Common Core standards. Finally, this impacts how the ESL teacher provides services in other literacy-intensive core classes. For School Year 2013-3014, the ESL provider additionally pushes into the Living Environment course to support students with listening and writing using ELA and ESL strategies.

4. For each program, answer the following:
- 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?

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school does not utilize this framework at this time.

6. How do you make sure that a child's second language development is considered in instructional decisions?
As a new school, we are implementing both curricular and extracurricular opportunities for ELL students to encourage both their acquisition of English and their maintenance of their native linguistic and cultural integrity. In the classroom, students are encouraged to draw connections between their native and second languages. In our small staff, the Special Education teacher, ELA teachers, and the ELL teacher meet daily to discuss struggles that ELL students might be facing. Additionally, the ELA team implements supplementary literacy strategies in the ELA curriculum such as sentence starters, graphic organizers, and vocabulary instruction. The school also has extracurricular activities that encourage and promote cultural diversity through clubs such as film and urban explorers. These clubs and activities provide opportunities for students to integrate their own culture with that of others and be more culturally diverse.

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

Our school does not offer this programming.

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

Data analysis sessions are run during every grade team meeting by our Instructional Coach. Because this is our inaugural year at Energy Tech, we plan to compare students' scores on periodic assessments, which emulate the tasks found on the NYSESLAT, and their 8th grade NYSESLAT data in order to see where gap in skills are. This data will then be reevaluated using in-house ELA and ELL assessments halfway through the year.

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The protocol followed for the initial identification of ELLs begins with the administration of the Home Language Survey. This survey is given in English by the certified ELL teacher to the student and his or her guardians. This TESOL K-12 certified provider determines whether the student is eligible for the LAB-R should the conversation reveal that their home language is one other than English. The LAB assessment is then administered within the first ten days of the school year to determine ESL eligibility.

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.

Since Energy Tech is within its first year, parents will have received entitlement letters explaining their options within the New York City Department of Education, being Transitional Bilingual, Dual Language, and Freestanding ESL, so that they might make informed decisions regarding their children's language acquisition and education. In future years, we plan to invite all parents of ELLs to view videos in their native languages that explain these options. If parents wish for their children to be placed in a Transitional Bilingual or Dual Language programs, we will use our knowledge of and relationship with schools in the New York City Department of Education that offer these programs, because at this time only Freestanding ESL classes are offered at Energy Tech.

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 [\[see tool kit\]](#).)

Upon the return of entitlement letters, Parent Surveys and Program Selections forms are stored within a locked drawer in the students' cumulative files within the school's main office so that accurate records are begun and maintained.

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

In order to identify students as ELLs, the steps that we have set in place during our first year have been to administer the Home Language Identification Survey by the certified ELL teacher, and to provide the families with translators of their own native language if it is not Spanish - the school's bilingual guidance counselor. If the home language is identified as English, further assessment is not required. If the home language is identified as a language other than English, the student is then administered the LAB-R. Those students that score below "Proficient" on the LAB-R are then informed of their eligibility for services. Letters of entitlement are provided to the parents in their home language, and then students are enrolled in the programs their parents have selected.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Since Energy Tech is only within its first year, we have not yet collected sufficient data from Parent Surveys and Program Selection forms to examine trends. If a trend appears that parents wish that their children attend Transitional Bilingual or Dual Language classes and that the population grows, we envision the introduction of courses and support in students' native languages in the years to come. Partnered with LaGuardia Community College, we will work with faculty and other network schools with successful dual and bilingual programs to establish strong programs for these students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

ELL students at Energy Tech are taught in a push-in setting, in which the class is comprised of heterogenous proficiency levels. The multiple proficiency levels are addressed through individualized assignments and conferencing. The push-in setting where the Special-Ed teacher, ESL teacher, and the ELA content teacher supports the students allows the students to receive individual support. Due to the small number of ELLs in the school's first year, students are heterogeneously mixed in a block for all core subjects. ESL is provided in a push-in model for Intermediate and Advanced students, with supplementary pull-out support for Beginning students. All ELLs receive co-teaching for a double block of ELA - 37.5 minutes of intervention time is included in the day to better support language acquisition and literacy development in our rigorous early college program. An ELA teacher and literacy coach are additionally available for push-in support in other classes as needed when data trends indicate that our struggling students receive added literacy support - both ELLs and non-ELLs. ESL is additionally provided for Beginner students in the literacy-intensive Living Environment class to ensure equal access to the content.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table

below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Because we do not offer Dual Language or Transitional Bilingual programs at Energy Tech, ELLs are not evaluated in their native languages at our school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The assessment model at Energy Tech is based on final performance tasks at the end of every marking period. Content area teachers create these projects to assess all students (ELL and non-ELL) in reading, writing, speaking, and listening within their content area. As the ESL teacher, I meet with the ELA and Science teachers regarding the performance tasks to ensure that necessary scaffolds are provided for these students. During the performance task session of a marking period cycle, the teachers focus on the successful completion of these tasks by offering any additional support and time ELL students need.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers at Energy Tech have been able to provide ELL students with bilingual and English language dictionaries for individual reference. They also make all content accessible through various entry points, such as videos, word walls with graphic representations of concepts, and posters. Different strategies for approaching and decoding content area texts (particularly Social Studies, Science, and Math) are reinforced in Literacy and ELL Support classes.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

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

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

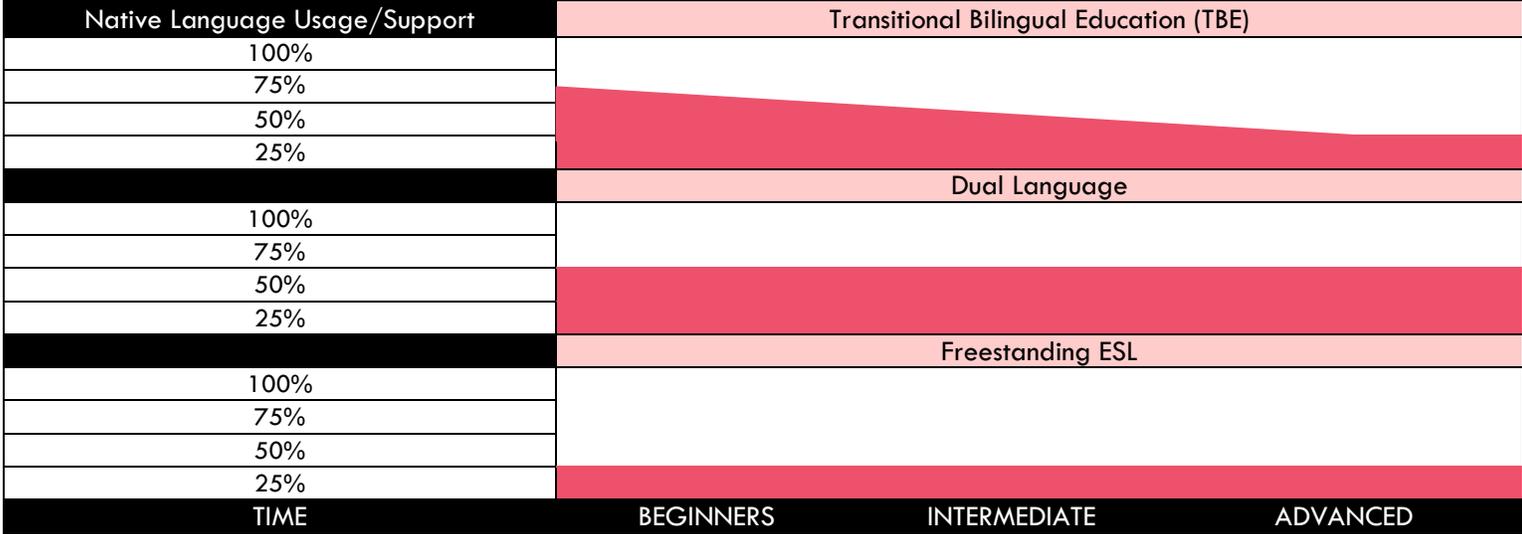
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.

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

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

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

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

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

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

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

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

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

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

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

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

TBD

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

All students at Energy Tech in its initial year are in the 9th grade. All ELL students have access to grade level texts and text books as designated by the Common Core Standards. In ELA, for example, students read 9th grade fiction texts, and will also view videos, create graphic organizers to better comprehend text, and will work with the ESL teacher to decode more difficult texts. Another

example is that in science, students are provided additional support in the ICT setting and receive individual tutoring interventions after school. In their ELA class, ELL students are pre-exposed to vocabulary to help them tackle more difficult concepts in class.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Energy Tech</u>		School DBN: <u>30Q258</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hope Barter	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Tania Mohammed	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Karin Wissmann	Coach		1/1/01
	Coach		1/1/01
Dayana Quinones	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

