

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** INFORMATION TECHNOLOGY HIGH SCHOOL

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

**Principal:** JOSEPH E. REED

**Principal Email:** [JREED@SCHOOLS.NYC.GOV](mailto:JREED@SCHOOLS.NYC.GOV)

**Superintendent:** JUAN MENDEZ

**Network Leader:** NATHAN DUDLEY

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Joseph E. Reed	*Principal or Designee	
Patricia Lectora	*UFT Chapter Leader or Designee	
Leroy Jolliffe	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Lanz Romero Bianca Monteiro	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Sheirly Rinchere	CBO Representative, if applicable	
Natalie Bousigard-Hyde	Member/ Teacher	
Jorge Cordero	Member/ Teacher	
Mercedes Murray	Member/ Parent	
Lolita Narine	Member/ Parent	
Jacqueline Williams	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, students in ELA, Science, and Social Studies will demonstrate a growth of 5% in writing arguments to support claims in an analysis of substantive topics or informational and literary texts, using valid reasoning and relevant and sufficient evidence aligned to the 2014-2015 Citywide Instructional Expectations as measured by growth on fall and spring grade wide course code aligned tasks.

### **Comprehensive Needs Assessment**

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

According to the Spring 2014 NYCPA in English, students achieved a performance index of 2.68 on Trait 3 (Textual Analysis) and a performance index of 2.18 on Trait 4 (Counterclaims).

### **Instructional Strategies/Activities**

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

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

1. Teachers in ELA, Science, and Social Studies will align instruction with the school's focus on Writing (W.1).
2. Teacher will use the New York City Performance Assessment Common Rubric for Argument Writing grades 9-12 to evaluate student writing
3. Monitor the alignment of the school's focus on Writing in the core subject areas by using Danielson Framework strategies.
4. Implement informational and literary text that aligns to the school's focus Common Core Standards.
5. Student progress will be monitored using semester CCLS course code aligned unit tasks.

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

1. Core subject teachers will align instruction with the school's focus on Writing (W.1).
2. Teachers, Teacher Teams
3. Instructional Leads, Assistant Principals
4. Teacher Teams
5. Instructional Leads and Teacher Teams

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

1. By November 2014, all teachers in the core areas will revise curriculum maps to be aligned with W.1.
2. Teachers and Teacher Teams will analyze writing artifacts from course code aligned tasks using New York City Performance Assessment Common Rubric for Argument Writing grades 9-12
3. Supervisors will review student artifacts and teacher team generated curriculum with teachers to ensure alignment to W.1.
4. Teacher teams will develop a list of informational texts that are aligned to Common Core Standards to be used in the core subject areas.
5. Teacher teams will generate, administer, and analyze CCLS course code aligned unit tasks in December 2014 and May 2015.

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

1. By November 2014, all teachers will have revised curriculums and aligned with W.1.
2. By January 2015 CCLS course code aligned unit tasks will be analyzed by teacher teams using New York City Performance Assessment Common Rubric for Argument Writing grades 9-12
3. By January 2015 CCLS course code aligned unit tasks will be reviewed by supervisors and teacher teams to make sure they are in alignment with Common Core and focus on W.1.
4. By the end of the Fall 2014 term, teacher teams will produce a list of informational texts that are aligned to Common Core Standards to be used in the core subject areas.
5. By end of December 2014, CCLS course code aligned unit tasks will be aligned to the Common Core.

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

1. Teachers in the core subject areas will meet each Monday afternoon to develop and revise the instructional strategies.
2. ELA Instructional Lead will provide PD to staff on how to analyze student writing using the New York City Performance Assessment Common Rubric grade 9-12
3. The school purchased Castle Learning, Apex, Achieve 3000, and assorted online informational and literary text from Follett
4. The school purchased a test generator Examgen for all core subject areas. The school purchased professional development services from ScholarCentric Inc. to help teachers identify long term at risk students.

5. The school received a RESO A grant from City Councilman Jimmy Van Bramer that resulted in the purchase of SmartBoards for classrooms. The school used NYSTL funds to purchase additional laptops for use in core subject classes.

**Strategies to Increase Parental Involvement**

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

1. The school purchased an online gradebook, JupiterGrades, where parents can monitor student attendance and academic performance in real time. Parents can view student assignments, course syllabus, and course requirements and expectations as well as communicate with teachers and other staff members. Parent JupiterGrades training sessions are held through the year.
2. Parent Handbook as well as student handbook are available on the school website, [www.ithsnyc.org](http://www.ithsnyc.org)
3. Midterm and final exams as well as implementation of Common Core Learning Standards are discussed during monthly PTA and SLT meetings and included in the monthly Parent Newsletter generated by the school's parent coordinator.
4. Teachers review student performance on CCLS aligned assessments with parents and students during Parent-Teacher Conferences in November 2014 and March 2015. Guidance Counselors and College Advisor review diploma and college admission requirement with parents during College Readiness Parent Night activities held each semester.

**Budget and Resource Alignment**

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

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

NYSTL funds are also used to support this goal.  
 Contract for Excellence funds will support salaries of certified, licensed, appointed English, Science, and Social Studies teachers to provide direct instruction to students who are enrolled in English, Mathematics, Science, and/or Social Studies courses.  
 Title I and TL Translation funds are used to provide translations for non-English speaking parents during parent meetings and trainings

## Goal and Action Plan #2

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

### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, there will be an increase of 5% from June 2014 in the collective teacher performance index in component 3d: Using Assessments in Instruction as measured by the Danielson Framework for Teaching, school-wide midterm and final assessments, and Fall and Spring CCLS aligned course wide tasks

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As of the March 2014, teachers achieved an average 2.98 performance index for 3d: Using Assessment in Instruction as measured by the Danielson Framework for Teaching.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Teacher teams generate and administer content area specific diagnostics, midterm exams, and final exams</li> <li>2. Teacher teams conduct data analysis of assessments and generate action plans to address gaps</li> <li>3. Teacher teams conduct lesson study cycle</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Teacher Teams</li> <li>2. Supervisors and Teacher Teams</li> <li>3. Supervisors and Teacher Teams</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Students in each core subject will complete a diagnostic assessment and midterm and final exams</li> <li>2. Teachers target students with identified gaps using activities and strategies from action plans</li> <li>3. Teachers tune lesson plans and receive feedback from peers following peer observations</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Diagnostics-end of September 2014; Midterm exams-November 2014 and March 2015; Final exams-January 2015</li> <li>2. 4 cycles-October 2014, December 2014, February 2015, April 2015</li> <li>3. 4 cycles-October 2014, December 2014, February 2015, April 2015</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Teacher teams will use Castle Learning to generate CCLS aligned diagnostic assessments</li> <li>2. Teachers use Danielson aligned strategies identified in action plans</li> <li>3. Teacher teams use Danielson framework as basis for feedback</li> </ol>

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ol style="list-style-type: none"> <li>1. The school purchased an online gradebook, JupiterGrades, where parents can monitor student attendance and academic performance in real time. Parents can view student assignments, course syllabus, and course requirements and expectations as well as communicate with teachers and other staff members. Parent JupiterGrades training sessions are held throughout the year.</li> <li>2. Parent Handbook as well as student handbook are available on the school website, <a href="http://www.ithsnyc.org">www.ithsnyc.org</a></li> <li>3. Midterm and final exams as well as implementation of Common Core Learning Standards are discussed during monthly PTA and SLT meetings and included in the monthly Parent Newsletter generated by the school's parent coordinator.</li> <li>4. Teachers review student performance on CCLS aligned assessments with parents and students during Parent-Teacher Conferences in November 2014 and March 2015. Guidance Counselors and College Advisor review diploma and college admission requirement with parents during College Readiness Parent Night activities held each semester.</li> </ol>

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>

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

NYSTL funds are also used to support this goal.

Contract for Excellence funds will support salaries of certified, licensed, appointed English, Science, and Social Studies teachers to provide direct instruction to students who are enrolled in English, Mathematics, Science, and/or Social Studies courses.

TL MoSL funds will support teacher per session activities to score and analyze results from Fall and Spring CCLS aligned course wide tasks.

Title I and TL Translation funds are used to provide translations for non-English speaking parents during parent meetings and trainings

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By June 2015, there will be a school-wide increase of 5% in the number of second year students on track for timely promotion as measured by credit accumulation, regents pass rate, and attendance rate.

#### **Comprehensive Needs Assessment**

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

According to the 2013-2014 NYC School Quality Guide, percent of second year students earning 10 or more credits was 75.8%. This was 5.6% lower than first year students earning 10 or more credits.

#### **Instructional Strategies/Activities**

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

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

1. Generate and administer diagnostic assessment
2. Revise instruction in response to identified student needs
3. Generate academic intervention plans
4. Monitor progress and provide feedback to students and parents
5. Provide students opportunities to retake courses

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

1. Teachers, Teacher Teams, Testing Coordinator, Supervisors
2. Teachers and Teacher Teams
3. Teachers, Students, Parents, Supervisor
4. Supervisors, Teachers, Teacher Teams, Guidance Counselor, Parent Coordinator
5. Supervisors, Guidance Counselors, Programmers, Teachers

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

1. Teachers generate and administer diagnostic assessments and monitor student progress during course of marking period. Supervisors review results.
2. Teachers and Teacher Teams analyze diagnostics and generate action plans to address gaps. Teachers implement Danielson aligned strategies to target specific areas of need.
3. Teachers generate Academic Intervention Plans for students who are not making academic progress during the marking period and review plans with students, parents, and supervisor. In school, after school, and Saturday tutoring sessions are made available to students.
4. Teachers use Danielson aligned strategies to target identified gaps and monitor progress through assessments and assignments.
5. Guidance Counselor identifies student who need to retake courses. Programmers schedule students who need to retake courses for online blended learning courses. Supervisors arrange PD for teachers on use of APEX Blended Learning program. Teachers are provided PD. Supervisors meet with students to discuss course requirements. Teachers meet with students on an ongoing basis to monitor and review student work and provide feedback and actionable next steps. Teachers and supervisors monitor student progress.

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

1. Diagnostic are generated and administered by end of September 2014.
2. Teacher Teams conduct data analysis of diagnostics (October 2014), midterms (December 2014, April 2015) and finals/Regents (February 2015) and generate action plans. Teacher Teams engage in lesson study cycle following data analysis.
3. Academic Intervention Plans generated at the conclusion of each marking period (October 2014, December 2014, February 2015, March 2015, May 2015). In school tutoring available in College and Career Exploration Center during student lunch periods. After school tutoring available to students on Tuesdays, Wednesdays, and Thursdays, from 2:05 pm to 4:00 pm. Saturday tutoring available to active and former ELLS from 9:00 am to 12:00 pm
4. Teachers engage in 4 lesson study cycles (October 2014, December 2014, February 2015, April 2015). Teacher Teams analyze student work and observe peers, and provide feedback on effectiveness of implementation of strategies. Supervisors monitor work of teacher teams on a ongoing basis. Teachers provide face-to-face feedback to students at the end of each marking period (October 2014, December 2014, February 2015, March 2015, May 2015) and to parents at parent teacher conferences in November 2014 and March 2015. Teachers provide ongoing feedback to students and parents through JupiterGrades. Teachers seek assistance from Guidance Counselor and Parent Coordinator to arrange parent meetings and additional interventions as needed.

5. Guidance Counselors generate lists of students in need of additional coursework and programmers schedule students in November 2014, February 2015, and April 2015. Supervisors meet with students to discuss course requirements in December 2014, March 2015, and May 2015. Teachers receive ongoing PD from APEX from November 2014 through May 2015.

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

1. Licenses are purchases for Castle Learning and Scantron Prosper Assessment System. Scantron bubble sheets are purchased.
2. 90 minute block of PD time is scheduled for each Monday afternoon.
3. Per Session for teachers to provide tutoring.
4. Per Diem funds are provided to allow teachers to participate in intervisitations as part of the lesson study cycle. Licenses for JupiterGrades are purchased.
5. Licenses are purchased for APEX Blended Learning program. Per Diem and Per Session funds are provided to allow teachers to participate in APEX training. Per Session funds are provided to teacher to meet with students enrolled in courses.

**Strategies to Increase Parental Involvement**

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

1. The school purchased an online gradebook, JupiterGrades, where parents can monitor student attendance and academic performance in real time. Parents can view student assignments, course syllabus, and course requirements and expectations as well as communicate with teachers and other staff members. Parent JupiterGrades training sessions are held throughout the year.
2. Parent Handbook as well as student handbook are available on the school website, [www.ithsnyc.org](http://www.ithsnyc.org)
3. Midterm and final exams as well as implementation of Common Core Learning Standards are discussed during monthly PTA and SLT meetings and included in the monthly Parent Newsletter generated by the school's parent coordinator.
4. Teachers review student performance on CCLS aligned assessments with parents and students during Parent-Teacher Conferences in November 2014 and March 2015. Guidance Counselors and College Advisor review diploma and college admission requirement with parents during College Readiness Parent Night activities held each semester.

**Budget and Resource Alignment**

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

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

NYSTL funds are also used to support this goal.  
 Contract for Excellence funds will support salaries of certified, licensed, appointed English, Science, and Social Studies teachers to provide direct instruction to students who are enrolled in English, Mathematics, Science, and/or Social Studies courses.  
 Title I and TL Translation funds are used to provide translations for non-English speaking parents during parent meetings and trainings

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

5.

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	In school tutoring, After school tutoring, After school ESL program, Regents Prep Academy, Achieve 3000, MethodTestPrep, APEX Blended Learning Program	Individual and/or small group, tutoring	During school, After school; Saturdays
<b>Mathematics</b>	In school tutoring, After school tutoring, After school ESL program, Regents Prep Academy, MethodTestPrep, APEX Blended Learning Program	Individual and/or small group, tutoring	During school, After school; Saturdays
<b>Science</b>	In school tutoring, After school tutoring, After school ESL program, Regents Prep Academy, MethodTestPrep, APEX Blended Learning Program	Individual and/or small group, tutoring	During school, After school; Saturdays
<b>Social Studies</b>	In school tutoring, After school tutoring, After school ESL program, Regents Prep Academy, APEX Blended Learning Program	Individual and/or small group, tutoring	During school, After school; Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mandated counseling with guidance counselor; Success Highways curriculum used by guidance counselor with students identified as at risk on the Academic Resiliency Assessment	Individual and small group	Pullout during school day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Courses are assigned to teachers who hold NYS certification in corresponding content areas</li> <li>• Regularly host student teachers from local colleges and universities and communicate with these institutions when recruiting potential candidates</li> <li>• Special Education teachers are encouraged to acquire a NYS Supplemental Certification in a core content area</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Core subject teachers meet weekly in content-based teacher teams to share best practices, review student performance artifacts, and revise curriculum</li> <li>• All teachers and paraprofessionals participate in weekly school-wide professional development focused on the Danielson framework and Common Core State Standards</li> <li>• Instructional Leads generate and regularly update PD Plan</li> <li>• Core subject teachers are engaged in an ongoing cycle of lesson study that includes teacher intervisitations and feedback sessions</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Title I funds will be used for supplies to support students in temporary housing and support parent involvement and translation activities</li> <li>• VTEA funds will be used to support development of Career and Technical Education programs that will lead to NYS program certification</li> <li>• Title III funds will be used to support improvement of outcomes of Limited English Proficient students</li> <li>• Title I and TL Translation funds are used to provide translations for non-English speaking parents during parent meetings and trainings</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> <li>• UFT Chapter Chair and Principal met in Spring 2014 to select members of the MoSL committee</li> <li>• MoSL committee met in June 2014 to review MoSL implementation during SY 2013-2014 and discuss changes for SY 2014-2014</li> <li>• Principal and members of committee attended Advance training in July 2014</li> <li>• MoSL committee met in September 2014 to discuss changes to MoSL and make recommendations for SY 2014-2015</li> <li>• Content Team Data Analysis/Lesson Study cycles replaces Instructional Rounds</li> <li>• Data Analysis/Lesson Study integrated into school wide PD</li> <li>• Content Teams generate action plans to address gaps revealed by Data Analysis</li> </ul>

- Content Teams review and revise action plans following subsequent school wide and Regents assessments

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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 ongoing training to parents in the use of JupiterGrades online student information system

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 30Q502**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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.	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 #
--------------	--------------------------------------------------	------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$425,700.99	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$12,360.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,954,218.00	X	See action plan

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 <b>30</b>	Borough <b>Queens</b>	School Number <b>502</b>
School Name <b>Information Technology High School</b>		

### 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 <b>Joseph Reed</b>	Assistant Principal <b>Joseph Attilio</b>
Coach	Coach
ESL Teacher <b>Olga Sakhno</b>	Guidance Counselor <b>Brenda Gargano</b>
Teacher/Subject Area <b>Amer Ismael/math</b>	Parent
Teacher/Subject Area <b>Murtho Noel/ELA/Sped</b>	Parent Coordinator <b>Michelle Solomon</b>
Related Service Provider <b>Natalia Bear/speech</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

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	
ESL	40	5	5	24	6	5	39	3	17	103
<b>Total</b>	<b>40</b>	<b>5</b>	<b>5</b>	<b>24</b>	<b>6</b>	<b>5</b>	<b>39</b>	<b>3</b>	<b>17</b>	<b>103</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

### C. Home Language Breakdown and ELL Programs

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

\*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																			
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	<b>0</b>																				

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										12	2	3	4	21
Intermediate(I)										19	2	2	6	29
Advanced (A)										22	21	6	4	53
Total	<b>0</b>	<b>53</b>	<b>25</b>	<b>11</b>	<b>14</b>	<b>103</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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	38		8	
Integrated Algebra	50		36	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	49		21	
Physics				
Global History and Geography	56		14	
US History and Government	35		3	
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.  
The ESL department of ITHS relies on the validity and integrity of NYSESLAT test administration. Thus, each year we analyze the spring results to determine levels for programming and basic modality analysis. There are three Advanced sections, two Intermediate (with one self-contained/ITT classes) and one Beginners section. a. ITHS ESL program is a Self-Contained model. Two full-time TESOL

certified teachers deliver ESL instruction to a group of ELLs. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, instead of 540 minutes of Beginner ELL Support, our students receive 642 minutes a week (46 minutes per period \* 3 periods a day \* 4 days + 90 minutes on Mondays). Intermediate students receive 438 (an additional 78 minutes to the mandated time). Advanced students are in ESL for 214 minutes a week. As such, provisions are made for proper programming and the maximum allotted time of instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The majority of ELLs this year is, as in previous years, 9-10 grade. Over half of the students are 9<sup>th</sup> graders and 50% of all ELLs are Advanced. Thus, instructional decisions are geared towards academic language acquisition and mainstream high school classroom transition. There are three Advanced sections for 2013-14 school year where students are engaged in a rigorous course that requires the learners to demonstrate their command of the conventions of standard English grammar and usage. They will produce well-structured and well developed coherent texts in writing. The texts will contain a theme and the theme will be supported by evidence derived from the classroom and out of the classroom sources. The evidence will be presented by using appropriate and varied transitions to establish links between sentences, ideas, and concepts in the texts. Various forms of introductory and concluding paragraphs will be the basic features of such texts. Situation specific words and phrases will be another feature of such texts.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Scaled scores are not available for analysis (RNMR function on ATS does not show scaled scores for Spring 2013 NYSESLAT). We looked at overall proficiency levels and raw scores. 116 students took the 2013 NYSESLAT. 33 scored Proficient. More than one out of four students who sat for the NYSESLAT test scored Proficient. ITHS has more than doubled the AMAQ expectations.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Over half of the students are 9<sup>th</sup> graders and the ratio of Advanced: Intermediate: Beginner overall is 3:2:1. Thus, the program is geared towards the mainstream transition and skills-through-content acquisition for emergent language learners. Academic language, not the basic communicative skills, is what the students show to be lacking. And we find that academic language is essential to achieve success in high school and beyond.
    - b. ESL department provides professional development to the staff in the beginning of the year. Topics of the presentation include: whays to identify Ls and recent former Ls in the classroom, Ls with IEPs, long-term Ls and those who fail to make sufficient progress, typical NYSESLAT results and how to read them, specific Common Core Standards which Ls are able to master, and testing and mainstream classroom accommodations.
    - c. The average amount of years the students spent as ELLs in NYC public schools is 5.5. Because a typical L at ITHS is an Advanced ESL 9<sup>th</sup> grader, he or she will have been in the US since elementary school. The likelihood of student's strong background in content in first language is very low. Thus, last year, as in years past, Regents tests taken in first language are rarely passed. In addition, for many Bengali, Pashtu, and Hindi children the language of instruction was English. In fact, there's low occurrence of first language literacy for the Indian peninsula immigrants. We find that the likelihood of an L passing a Regents exam increases if he or she takes an exam in a language of content instruction, i.e. English. We do, however, provide Spanish, Polish, Russian, Chinese versions of the Regents exams as a form of syntactic crutch.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The school's modest ELL population (just above 10%) is offset by the predominantly Hispanic, former L mainstream population. Content teachers are provided with annual professional development (in-house and through the Office of ELLs) to help better understand and develop the second language acquisition along side the content area instruction. All teachers are equipped with lists of students who are Ls, their first language, years in ESL, glossaries, dictionaries, on-line native language support, Common Core Standard appropriate strands, and common planning time with ESL coordinator, who makes suggestions for differentiated instruction and other classroom accommodations.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We consistently outscore the expected progress rate as indicated by AMAO. The ESL department collaborates with content teachers, guidance, school data team, administrators to make the needs of each struggling ESL student as salient and as pertinent as possible. Advanced Placement are predominantly attended by former Ls as is the graduation podium. Overall, the pace and rigor of our program prove to be a success.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. When students arrive to enroll in the school, the school secretary in charge of enrollments gathers information about home language from the Home Language Survey. ESL coordinator conducts an informal interview about child's home language as well as previous school(s). If the parent cannot communicate in English, a designated staff member is asked to join the interview. We can translate from Spanish, Arabic, Hebrew, Tagalog, French, Haitian Creole, Russian, Ukrainian, and Turkish. New arrivals are given the form (HLIS) to identify what language is spoken at home and in which language the child can read and write. If the form indicates that the child communicates in the language other than English, we administer LAB-R Listening, Reading, and Writing components as well as the speaking interview. LAB-R (soon to be replaced by NYSESTEL) is scored in the school in order to determine the child's level. We use the answer grid and the cut score conversion chart to figure out eligibility. For example, if the child scored 24 and is about to enter 11th grade, then he or she is placed in the Intermediate class. Each child eligible for ESL services is placed in the program according to his or her level. If the test indicates that the child is not eligible for ESL services, then the child is programmed as mainstream population. In both instances the parents are notified via mail that their child was tested and is or isn't entitled for ESL services. All initial identification procedures take place within the first 10 days of enrollment. If the student is coming from middle school or another high school, then they are placed according to their NYSESLAT results from the previous year. If the results are not available, then we use the year prior. In any event all students deemed as English Language Learners are placed in the program according to their level. Spanish LAB-R is not administered. A licensed pedagogue (TESOL \_ Olga Sakhno) and Angela Mastougianis (school secretary) are in charge of the initial identification process.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
If the child is identified as ELL by the LAB-R, the parent is invited to an orientation (within 10 days of enrollment) to watch the Parent Orientation video and discuss the following: the types of programs available in New York public schools to ELLs, our program, supplemental programs, graduation requirements, English classes for parents. We take the opportunity to introduce the parents to the school community, show our use of technology in the classroom, as well as reinforce the notion of the postulated ubiquity of English. We have very few new-comers but they all receive a program selection form that highlights the parents' preference for free-standing ESL, DL, or TBE. We do not have TBE or DL programs because not enough parents requested those (there should be more than 15 parents in each grade requesting such programs).
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The entitlement letters and the program selections are filled out by parents during the Parent Orientation session. If the parent is not present, the students take the form home to have the parent sign and return it the following day. Program Selection Forms are placed in each child's folder located in the ESL Coordinator's office, room 301D. The person responsible to keep correspondence and program selections is Olga Sakhno.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
4. When ITHS opened its doors in 2003, the parents selected Free-Standing ESL as the number one choice for the ELLs. Every year, as we collect Parent Selection Forms, we see that Free-Standing ESL program continues to be the preference. To reinforce the communication between the parents and the school we provide brochures in Spanish, French, Chinese, Korean, Russian, and Bangla that explain the different programs available in NYC public schools to the parents of ELLs.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
As per Grace Pepe, Director of Assessment Operations Division of Academics, Performance and Support (DAPS) and her assessment memorandum #2 each year every ELL student is tested to determine further eligibility. The ATS report RLAT give the information as to who should be tested on the NYSESLAT. All other directions on how to set up, administer and grade the NYSESLAT are outlined in the memorandum each year. A set of explicit instructions is rigidly followed by the school staff in charge: Mr. Reed, Principal, Mr. Attilio, Ms. Sakhno (ESL coordinator), Mr. Shrestha, Ms. Noel, Mr. Monzingo (teacher/proctors). To ensure maximim participation, students and parents receive reminders in the mail about the importance of taking the NYSESLAT test. In 2013, all but 7 students who were currently enrolled took the NYSESLAT. Within the time frame allotted by the memorandum we give one formal and one make-up date to allow every student to manifest English proficiency on the State assessment. Speaking test is administered individually in room 301D by Ms. Sakhno and Mr. Shrestha. Listening, Reading, Writing are administered in group. All testing accomodations are outlined in the Director's memo.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
6. Our program reflects the parents' wishes to have Free-Standing ESL Program. It is at the request of the parents that we use English-only instruction.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

How is instruction delivered?

  - a. ITHS ESL program is a Self-Contained model. Two full-time TESOL certified teachers deliver ESL instruction to a group of ELLs. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, instead of 540 minutes of Beginner ELL Support, our students receive 642 minutes a week (46 minutes per period \* 3 periods a day \* 4 days + 90 minutes on Mondays). Intermediate students receive 438 (an additional 78 minutes to the mandated time). Advanced students are in ESL for 214 minutes a week and in ELA for 214 minutes every week.
  - b. Students are grouped by level, not grade. For example, a class of Advanced students will have all four grades. The work is differentiated along the lines of mainstream need and ability. The students do not travel together but go on to mainstream classes scheduled according to their graduation requirements. Beginners are grouped with Intermediate class and are given additional period of ESL instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The staff at ITHS, since the inception of our school, has been making sure that ELLs receive the appropriate amount of ESL instruction time. This year, more than ever, we are meeting and exceeding the mandated time allotted for ELL instruction. (See above)
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. Content Area Instruction – LEP students receive content area instruction in the mainstream classroom in English only. Free-standing ESL uses a combination of balanced literacy and whole language approaches to help the kids in second language acquisition. However, content area teachers accommodate ELL population as follows:
    - Native Language Support – each content area classroom is equipped with stud guides, glossaries, and vocabularies in many native languages. Each ESL student has a binder-sized Oxford Dictionary.
    - Testing Accommodations – students are given extended time, as well as, the opportunity to use the glossaries.
    - Professional Development – our department hosts a series of presentations throughout the year, covering the topics of language acquisition, learning to learn in a second language, classroom accommodations, scaffolding, and differentiation.
    - On-going ESL Department Support – ESL coordinator has compiled a substantial professional library that is readily available for the teachers' perusal. Collaboration is ongoing.

CCLS - ESL department coordinator provided PD for the content teachers regarding Common Core and ESL population. In it, we discussed the challenges of the CCLS for the language learners, such as textual analysis and making evidence-based claim. We provided concrete examples of what the Ls are able to do based on the theory of second language acquisition. What ARE they able to do? -

    1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
      - a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s)
    2. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
 

Some suggestion include: Guided reading questions, annotated texts, summarize, retell, use of new vocabulary  
Provide extensive historical context, allow use of published critical texts, support with other media (documentaries, posters, interviews, etc.)
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Specific areas of need that were identified and are targeted throughout the school year.
  - writing mechanics, essay structure, explicit grammar, new vocabulary acquisition, literary analysis.
  - Listening/Reading for information and understanding.
  - Note taking; finding textual support; fact/opinion based questions;
  - Writing for information, in response to literature, and persuasively.
  - Literary elements – figurative language, story elements, genres.

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation of instruction or ELL Subgroups:

a. SIFE students (14) were identified immediately. ESL coordinator held conferences with guidance counselors. Transcripts were reviewed and areas of remediation were identified. As a result, the students who are not making sufficient progress on the NYSESLAT scores and/or those who are not meeting grade promotion criteria are offered tutoring, counseling, parental involvement.

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

Strategies taught in ESL classroom that relate to ELA Regents:

- Listening/Reading for information and understanding.
- Note taking; finding textual support; fact/opinion based questions;
- Writing for information, in response to literature, and persuasively.
- Literary elements – figurative language, story elements, genres.
- For 2013-14 school year we have 40 newcomers (40% of the total population)

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

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

d. 39 Long-Term ELLs – (7+ years)

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

**Courses Taught in Languages Other than English** ⓘ

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

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

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

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

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

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

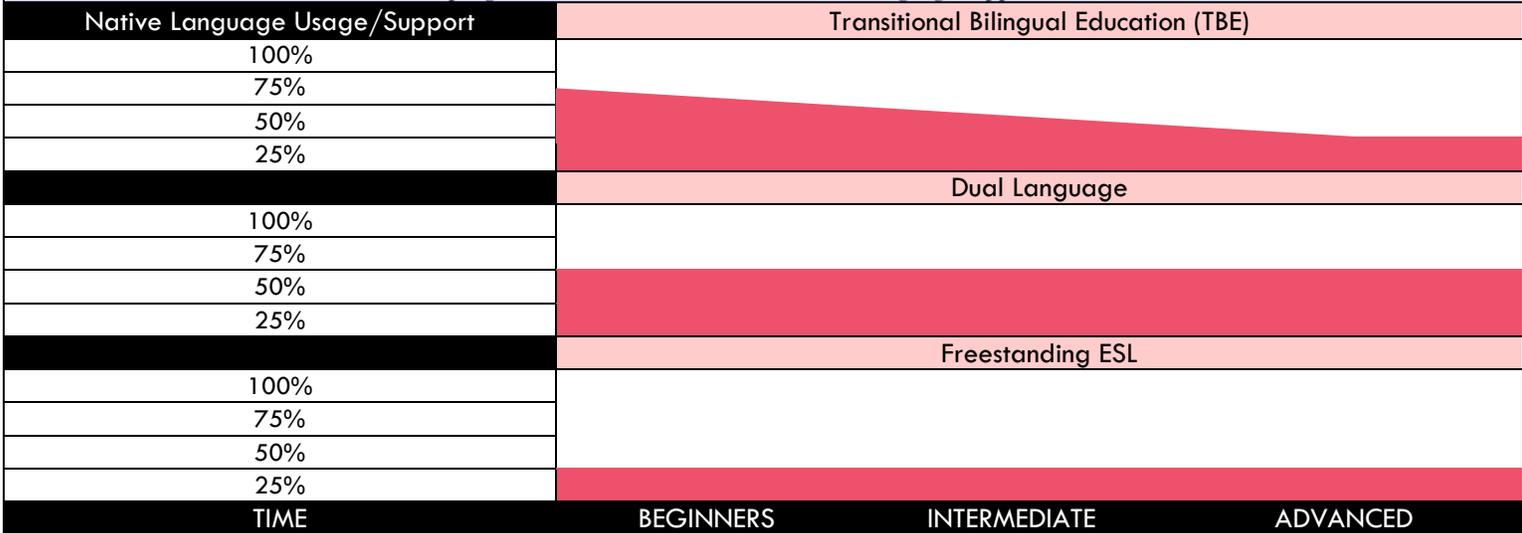
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. For 2013-2014 school year our ESL program reflects the grade-specific language instruction. Ninth grade ESL instruction includes non-fiction readings to develop math literacy and scientific reasoning, grade appropriate fiction studies with emphasis on literary elements and reading comprehension. Special attention is paid to study skills development and mainstream classroom transition. 10th grade ESL classroom is geared towards Global Regents preparation. Reading non-fiction, primary sources, recognizing cause and effect in historical events, topics in geography and human habitat serve as academic scaffold for the 10th graders' mainstream transition into a Social Studies classroom. 11th & 12th grade ESL class is a writing workshop for ELA Regents prep and college-bound ELLs. Some topics and students' work is displayed on [msakhnoesl.blogspot.com](http://msakhnoesl.blogspot.com)  
All recent former ELLs are identified by the ESL coordinator and are extended the same testing accommodations as current ELLs: extended time, native-language supports, use of glossaries, and after-school tutoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Assessments are ongoing. ESL department in collaboration with data team is collecting data and developing effective measurements of L content and language development. Instructional practice will be altered accordingly.
11. What new programs or improvements will be considered for the upcoming school year?
- Last year, most of our ELLs attended STEM Expo for hosted by the office of ELL. The students found a wealth of information regarding college and career readiness as well as different careers in science and technology. This year, we will continue incorporating "Paths to secondary ed and careers" units of study and attend STEM Expo in the spring.
12. What programs/services for ELLs will be discontinued and why?
- Paradigm shift dictates persistent psychometric pasturization. We have eliminated Achieve 3000 due to lack of participation and technology. Any language learning program is effective if it has willing participants and ample time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Title III afterschool and Saturday programs for ELLs as well as Regents prep sessions are being implemented for 2013-14 school year. Ample funding will allow for afterschool tutoring four times a week as well as four hours of Saturday English Language Arts Academy. All recent former ELLs are identified by the ESL coordinator and are extended the same testing accommodations as current ELLs: extended time, native-language supports, use of glossaries, and after-school tutoring.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- New programs this year are the grade-specific and content area supporting ESL instruction. We have moved away from 100% second language acquisition towards mainstream classroom transition and college readiness.
- Some of instructional materials include:
- Class sets of ESL and Oxford binder dictionaries.
  - Spanish-English dictionaries.
  - Classroom library (200+ titles) of contemporary, young adult, picture books, and classic adaptations.
  - Reference & media materials – magazines, encyclopedias, fact books.
  - McDougal Little Bridges to Literature and 9th grade Literature text books with instructional support materials.
  - Milestones A, B, C with teacher/student support materials, remediation software, and assessment packet.
  - Laptops, headphones, audio books, Internet access, LCD projector, Smartboard, TV/DVD.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language is supported by providing glossaries, on-line dictionaries and translations, Spanish titles in the classroom and the school libraries. Students are given the option of taking most of the Regents in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services are age and level appropriate. Students are placed in the classes according to their ESL and grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- ESL Coordinator makes classroom visits to welcome the students and show the classroom library, glossaries, dictionaries, and provide

**support and encouragement.**

18. What language electives are offered to ELLs?

**Spanish**

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **502** School Name: **Information Technology High School**

Cluster: **4** Network: **403**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



**Department of English Language Learners and Student Support**

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 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: During 2013-2014 school year the ESL department ran an after-school supplemental program. As we evaluated the performance of the ESL students who participated in one of the ESL supplemental program, we found the following: students' reading/writing scores increased (ELA & NYSESLAT results), most students either moved up in ESL level (45%) or tested out of the program by scoring Proficient on the NYSESLAT (40% of total ELL population). Most students showed impressive results on the Regents examinations and by earning grade appropriate number of credits towards meeting the graduation requirements. As such, our school has decided to fund a strong ESL Title III after school program starting November 2014 and continuing to 2016. This program will provide ELL's with supplemental instruction during after school program.

The After School Program specifically addresses the individual deficiencies students have in English. The After School Program will service approximately 30 students by two certified ESL teacher for approximately 78 sessions. Classes will begin in late October and will end in June before the Regents exam week. Students will alternate between the two ESL teachers: one will lead liberal arts tutoring sessions, the other – math and sciences. Areas of concentration include but not limited to: Regents prep, eliminating wrong answers, planning for constructed response, NYSESLAT Prep, vocabulary & grammar development, listening skills, and pronunciation. The program will run on Tuesdays, Wednesdays, and Thursdays, from 2 p.m. to 5 p.m. from 2014 to 2016.

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

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

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

### Part B: Direct Instruction Supplemental Program Information

will be purchased to support the program.

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

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

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

### Part C: Professional Development

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

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

Begin description here: Professional development sessions will be absorbed by the school PD (ITHS has a scheduled high quality PD every Monday for 90 minutes) and will not require additional funds from Title III. The Title III teachers will receive PD from the school, DELLSS and outside sources.

### Part D: Parental Engagement Activities

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

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

Begin description here:

ITHS's Title III program will provide ELL parents/guardians with the opportunity to attend a series of workshops, so that they can better understand the program and assist the children at home. In

**Part D: Parental Engagement Activities**

conjunction with Technology Department, parent workshops will be offered on the following topics:

- Is my Child Learning English? Introduction to the ESL learning standards and NYSESLAT assessment, new parent orientation and ongoing parent outreach.
- Mid-School Year Orientation – January parent workshop for ESL parents. Parents of the students who attend after-school and Saturday Programs will be updated on their child’s academic progress in ESL and content subject areas. We will discuss NYSESLAT ad REGENTS preparations that are going on in the school. Each parent in attendance will receive a custom wall calendar with important dates and events. Translations will be made available as per parent request.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	_____	_____