

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

DBN: (i.e. 01M001): **ACADEMY FOR LANGUAGE AND TECHNOLOGY**

School Name: **09x365**

Principal: **JOSE VIÑALES**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 09x365
School Type: High School Grades Served: 9-12
School Address: 1700 Macombs Rd, Bronx, NY 10458
Phone Number: 718 731-0219 Fax: 718 731-2031
School Contact Person: Jose Vinales Email Address: JVINALES@SCHOOLS.NYC.GOV
Principal: Jose Vinales
UFT Chapter Leader: Stephanie Watts
Parents' Association President: Jose Infante
SLT Chairperson: Michael Seltzer
Student Representative(s): Johan Pena and Ruth Nicasio

District Information

District: 09 Superintendent: **CARRON STAPLE**
Superintendent's Office Address: 1 Fordham Plaza, Room 841, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-3157 Fax: _____

Cluster and Network Information

Cluster Number: CL04 Cluster Leader: Christopher Groll
Network Number: N402 Network Leader: Christina Jimenez

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jose Vinales	*Principal or Designee	
Stephanie Watts	*UFT Chapter Leader or Designee	
Jose Infante	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Johan Pena, Ruth Nicasio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Seltzer	Member/Teacher	
Kate Roberts	Member/Special Education Teacher	
	Member/Guidance Counselor	
	Member/Guidance Counselor	
Ruth Nicasio	Member/Student	
Estranillo Zapata	Elected Parent	
Damasa Pichardo	Elected Parent	
Pricilda Espinal	Elected Parent	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Academy for Language and Technology is a small high school designed to meet the needs of English Language Learners from Spanish speaking countries. Our students enter 9th grade with little knowledge of the English language and, often, large gaps in their education. In order to achieve our mission of college and career readiness for all students, our students take additional ESL and CTE classes to prepare for Regents exams, CTE certification exams, and meet the standards of college readiness. Our school works on a multi-session, extended day schedule. We use block scheduling to ensure that students receive the appropriate classes, credits, and CTE courses. The block schedule also allows teacher teams a period of time to meet while their students are at lunch. Teachers participate in a daily professional development period during their regular work day to ensure that grade teams and content teams can meet together. This allows teachers greater ability to collaborate with colleagues and work together to meet the needs of their students. Teachers also provide after-school AIS instruction to our neediest students, from about 4-5 pm. In addition, students attend Saturday classes from 9-1 to better prepare for the state exams. Our school's mission is based on the belief that all students can graduate prepared for college and career.

Our School's Mission

The Academy for Language and Technology will nurture inquiry learning, character development, and community building. Our focus is to prepare students to compete in the global economy. Students will be afforded opportunities to connect technology to real world experiences via internships. Advanced learning methods, technology, and a professional environment will offer ALT students the opportunity to engage in higher levels of real world learning. Community, leadership, and social activism will lead ALT's school culture to nurture the growth of articulate responsible citizens.

Our school's strengths include a 98% credit accumulation rate in all grades, an average student attendance rate above 90%, and a graduation rate of 91% for our most recent cohort.

One of our school's challenges is college and career readiness in all subject areas. While the vast majority of our students graduate from high school within four year, only 22% of our students graduated as college-ready.

In the past year we have made large amounts of growth in our passing rates for Regents and credit-accumulation. All teachers have been trained on creating curriculum aligned to the Common Core standards, and have successfully implemented the standards in all classes. Nearly 90% of students took the SAT exams, and over 60% of students enrolled in college courses immediately following graduation. Following discussions amongst grade teams and departments, the faculty has agreed that students need further development in reading comprehension, and especially determining the meaning of unfamiliar words and use of academic vocabulary. As our school is 100% English Language Learners, all invested parties have agreed that a focus on building reading comprehension skills will lead to higher rates of college and career readiness, with increased scores on the SAT, AP exams, and the common core regents.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The urgency stems from having our students reaching the 12th grade with gaps in their college academic skills (data collected from SAT, PSAT, Regents Data, and Formative assessments). In addition, the adoption of CCSS in New York State requires effective planning that provides a consistent, clear understanding of what students are expected to learn in school and statewide. The standards require robust and relevant to the real world designs and include established best practices in their acquisition of college academic competencies that students need in order to succeed in college and careers.

Part 2 – Annual Goal

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

Curriculum/Rigor of CCSS (Common Core State Standards) and Inquiry Based Learning: By June 2015, 100% of teachers will develop units of study that are aligned to the common core learning standards to support students in their college and academic studies through rigorous instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Students will track their progress with respect to CCSS-guided skills in DY0-based data portfolios. Teachers will participate in CPT (Common Planning Time) on a daily basis in order to address implementation of the CCSS and share DY0 data. The CPT will also be designated as time for teachers to address literacy and numeracy with an interdisciplinary approach through the planning of thematic units aligned to CCLS and SAT academic skills. Additionally, there will be a 10% increase in the number of 11 th and 12 th grade students enrolled in the Monroe College Jumpstart Program, and the Lehman College Saturday college prep courses.	Students and Faculty	September 2014 –June 2015	School Administration, Grade Advisors
Teachers will be provided with daily mentoring and professional development during Common Planning Time in order to develop best	Faculty	September 2014 –June	School Administration,

practices for the implementation of Bloom’s Taxonomy and CCSS in lesson planning— as well as using the Danielson Framework for Teaching and Learning. In addition, a dedicated Educational Consultant will be scheduled to offer feedback on current practices and future pathways of CCSS alignment and the selected teaching framework.		2015	Grade Advisors, Mentor Teachers, Educational Consultant
In order to include teachers in the decision making process with regard to assessment and evaluation of effective strategies and activities, grade teams will meet during CPT to review interdisciplinary strategies and protocols based on CCSS, Danielson’s Framework, and RTI/UDL. Dedicated grade advisors will support each cohort by compiling cohort-specific data to be shared with grade team advisors. The grade advisors will work to support credit and Regent’s accumulation, periodic DYO assessments, PD on thematic development, and AIS for each cohort. The grade advisors will also work closely with school counselors to support these areas of academic progress for each cohort.	Faculty, Guidance Counselors	September 2014 –June 2015	School Administration, Grade Advisors, Guidance Counselors
DYO assessments will take place quarterly. APEX progress will be evaluated and shared with students twice per semester. School-wide PD in monthly staff meetings will allow departments and grade team time to plan together. They will set grade team goals that reflect the CEP goals. Teacher professional development will continue to deepen teachers’ understanding of inquiry learning, the Danielson Framework for teaching and learning, and RTI methodology and strategies.			

Part 4 – Resources Needed

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

Educational Consultant, two instructional support specialists with limited teaching schedule, daily professional period for all grade teams to meet together daily.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

Grade teams will engage in curriculum review at the end of each trimester. Every teacher will evaluate their curriculum for the term using the Tri-State Rubric in December, March, and June.

Periodic assessments will take place in each class in September, November, March, and May to assess students’ progress on the Common Core Learning Standards.

Teachers will submit all assessment data and curriculum to an instructional support specialist.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Data compiled by grade advisors highlight the need to put students on track for graduation in each cohort. These forms of data include grades, credits, attendance, and Regent’s accumulation. Additional DY0 data from teachers highlight RTI (Response to Intervention) within the specific laboratories of each cohort.

Part 2 – Annual Goal

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

Academic Intervention Services (AIS): Academic interventions will be strategized to address 90% of targeted and individual student needs through teacher collaboration and professional learning communities in order to maintain high levels of credit accumulation across all grades by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
In order to facilitate credit accumulation and enrichment, APEX licenses have been purchased for each 11th and 12th grade student. Additionally, all curriculum is designed to incorporate differentiation and scaffolding for the Common Core Standards they need to develop. Additional per-session funds will be set aside for teachers to monitor student progress in the APEX program and in the after school Regent’s Academy and Saturday Academy.	Students	September 2014-June 2015	Ms. Orban and Ms. Roberts
We will have specific academic interventions through APEX and After-school AIS. CPT time will be allocated for interdisciplinary planning and character development through the school’s seven values of success. Data driven responses to intervention will include push-in instructors for Regent’s based classes that will enable small group and targeted instruction.	Students	September 2014-June 2015	Administration, Grade Advisors
In order to include teachers in the decision making process, teachers will be provided with opportunities to collaborate (CTT) for small group intervention through Blended Learning- ILearn and APEX. Content area teachers will administer DY0 assessments, based on	Students	September 2014-June 2015	Administration, Grade Advisors

<p>CCLS and Regents exams on a quarterly basis. Results from this exam will be aligned with previous Regents scores to measure school-wide progress and inform need-based interventions. These interventions will be additionally guided by DY0 data. Students will have online course periods embedded in their daily schedules and DY0 data will be submitted to administration quarterly for review and feedback. From these results, strategic student groupings in daily classes, after school tutorials, and Saturday Academies from beginning in October will be reconsidered and, if necessary, revised. Individual meetings with teachers, counselors, and other staff will be scheduled accordingly.</p>			

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Per-Session for after-school and Saturday programs, APEX licenses</p>

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>				
<p>7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>				
<p>8. Specify a timeframe for mid-point progress monitoring activities.</p>				
<p><u>Regents scores in January and June will be used to assess the success of the AIS program. We will also use DY0 Assessments quarterly and Marking Period grades each month to assess the success of the AIS program.</u></p>				
<p>Part 6b. Complete in February 2015.</p>				
<p>9. Did the school meet the mid-point benchmark(s) in the timeframe specified?</p>		<p>Yes</p>		<p>No</p>
<p>10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</p>				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

State assessments are being shifted towards the Common Core Learning Standards in all content areas beginning with Math and English Language Arts.

Part 2 – Annual Goal

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

Teacher Effectiveness for Common Core Assessments in ELA and Math: Our Instructional Focus on Reading Comprehension will support our students on the ELA and Math Common Core assessments. At least 50% of ELLS will increase by at least one level on the NYS Regents by June 2015 through collaborative teachers practices and rigorous instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
All content departments will align all learning standards to the Common Core Learning Standards including the CIE Instructional Shifts.	All teachers	September 2014-June 2015	Instructional Support Specialists
Quarterly formative assessments administered to assess progress in selected CCLS standards	All teachers, all students	September 2014-June 2015	Administration, grade advisors
In order to include teachers in the decision making process, additional time will be allotted for PD in the content team as well as peer-visitations among content teachers. These interactions will be teacher guided and will provide time for collegial feedback and review amongst teachers. The implementation of the courses will coincide with the school calendar.	All faculty members	September 2014-June 2015	Administration, grade advisors
Assessment for Learning: A special program and schedule have been allocated for students to monitor their academic progress over time.	All teachers	September 2014-June 2015	Administration, Instructional Support Specialists

Part 4 – Resources Needed

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

Traffic Lights, professional development for assessment for learning

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

16. Specify a timeframe for mid-point progress monitoring activities.

Students should see increase in reading comprehension on the DY0 assessments in November 2014 and March 2015.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The implementation of Danielson’s Framework provides for a necessity of short, frequent cycles of collaborative analysis of student work and teacher performance for timely, specific, and relevant professional development that teachers can quickly implement during instruction.

Part 2 – Annual Goal

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

Professional Development: By June 2015, 70% of teachers will improve by 1 level in component 3B (Questioning and Discussion) of the Danielson’s Rubric (from the 2013-2014 result of 39% of teachers improving by 1 level in Component 3B through effective school leadership and collaborative teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
All teachers will create individual professional goals and individual student learning targets.	All teachers	September 2014-June 2015	Principal, Instructional Support Specialists
School-wide faculty meetings will be held once a month to address goals for teachers and within the departments, personal PD plans, teacher progress in Danielson’s Framework and CCLS and teaching and learning clinics informed by mentors, the principal, and educational consultants.	All teachers	August 2014-June 2015	Principal, Instructional Support Specialists
In order to include teachers in the decision making process, grade teams will meet daily for common planning time to keep current with each other’s progress in terms of content, collaboration, and CCLS, along with the allocation of time for peer-to-peer professional development. All teachers will be provided with an in-depth teaching and learning rubric based on Danielson’s Framework that will be used to assess performance that will help aid in the creation of identifiable	All teachers	August 2014-June 2015	Principal, Instructional Support Specialists

professional development goals for the year.			
Teachers will be provided with mentors and lesson clinics with instructional specialists and consultants. During this time, teachers will work one on one in order to maximize instructional time in the classroom.	All teachers	August 2014-June 2015	Principal, Instructional Support Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per Session for new teacher orientation, grade advisor meetings

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
<u>All new teachers will receive a minimum of six observations throughout the school year to check on progress in indicator 3B. All other teachers will receive a minimum of four observations throughout the school year to check on progress in indicator 3B. Teachers will engage in Self-Assessment on Danielson’s Framework in September, January and May.</u>				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Technology and technology instruction allows for credit accumulation, technology industry certifications, and the availability for enrichment courses that contribute to overall scholarship and career and college readiness. In addition, technology in instructional planning provides teachers with opportunity to align curriculum across subject areas and link assessments to the CCLS. Technology in the classroom addresses specific needs for scaffolding instruction to ELL’s and career training outlined in the CCLS.

Part 2 – Annual Goal

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

Technology and technology instruction: CTE-Career Course sequence and Technology Instruction will be used to prepare all ELL students for college-level work in collaboration with outside partners which will lead to at least 50% of all ELL students receiving industry certifications by June 2015. A minimum of 20 parents will also receive training in technology through our Saturday parent workshops by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
In order to facilitate these programs, licenses for APEX have been purchased. Upgraded Smart-boards have been provided in each classroom along with new laptops that will stay with them throughout their high school career. Skedula has been allocated for the communication of progress and grades. Dual touch SMART boards will be available in every classroom. Each teacher will be provided a license to Curricuplan for curriculum planning.	All Faculty	September 2014-June 2015	Administration
In order to include teachers in the decision-making process, CPT and monthly staff meetings will be scheduled to report findings from Skedula and APEX as well as share best practices for effective use of technology in teaching and learning. In addition to shared best practices in CPT, additional technology teachers will be hired, teacher	Technology Teachers	September 2014-June 2015	Administration

mentors will be provided, and monthly meetings covering topics related to WBL (web-based learning) will be addressed. Certified teachers in technology will be able to provide internship opportunities to students.			
APEX deadlines will correlate to the school calendar and progress checkpoints for credit accumulation and enrichment programs will reflect progress reports prior to the distribution of report cards.	Students	September 2014-June 2015	Ms. Orban and Ms. Roberts
All students will participate in Career and Technological Education (CTE) programs which students will individually select. In the 10 th grade, students will choose either Computer Science or Media Communications as their major and continue taking courses with that focus through the 12 th grade. Selected students will graduate with a CTE diploma.	Students	September 2014-June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Technology Teachers, Laptops, Computer labs, Smartboards

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
Students' progress in their technology courses will be measured by their grades in Skedula nine times a year. They will also take periodic DYO assessments to measure their progress in passing the Certifications exams. Parent attendance for Saturday Technology classes will be monitored each week.				
Part 6b. Complete in February 2015.				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All ELL students will receive AIS in 9 th and 10 th Grade. Students who fail to pass the ELA Regents in 10 th grade will attend AIS in 11 th and 12 th Grade.	All 9 th and 10 th grade students attend special Saturday Institute Classes ; 11 th and 12 th grade students receive additional English classes throughout the day. Additional instruction time is provided for tier 3 students in all grades after school and on Saturdays	These classes are divided by English language proficiency. Students attend tutoring sessions that target English reading and writing skills and strategies.	Students will receive additional English and ESL classes during their regular school day. In addition, after school and Saturday classes will be offered throughout the school year.
Mathematics	All ELL students will receive AIS in 9 th and 10 th Grade. Students who fail to pass the Algebra Regents in 10 th grade will attend AIS in 11 th and 12 th Grade.	DYO Assessment and Differentiated instruction will be used to target specific math standards necessary according to the Common Core needs assessment. Tier 3 students receive after school and Saturday academic intervention classes.	Students will receive small group instruction after school and on Saturdays.	Students who have scored below passing on the Regents exam receive additional instruction in the summer and Saturday Academies prior to the Regents. In addition, because of our extended-day schedule, all students spend additional periods each week during the regular school day with a certified math instructor.
Science	All ELL students will receive AIS in 9 th and 10 th Grade. Students who fail to pass the Living Environment or Earth Science Regents in 10 th grade will attend AIS in 11 th and 12 th Grade.	DYO assessments based on selected CCLS will be used to target specific science standards necessary according to the Common Core needs assessment. Tier 3 students will receive additional periods of science instruction after school.	Students will receive small group instruction after school.	Students who have scored below passing on the Regents exam receive additional instruction in the summer and after school. In addition, because of our extended-day schedule, all students spend additional periods each week during school hours

				with a certified science instructor.
Social Studies	All ELL students will receive AIS in 9 th and 10 th Grade. Students who fail to pass the Global and US History Regents in 10 th grade will attend AIS in 11 th and 12 th Grade.	DYO assessments will be used to target specific social studies standards necessary according to the Common Core needs assessment. ELA and ESL teachers support history by supporting the content and literacy skills presented in the History Regents. Tier 3 students also receive additional instruction after school and during Saturday Academy.	Students will receive small group instruction after school and on Saturdays.	Students who have scored below passing on the Regents exam receive additional instruction in the summer and after school. During the implementation of our extended-day schedule, all students spend additional minutes each week during school hours with social studies instructors.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have low attendance, are at-risk for failing classes, or who are not on track for graduation by the end of 10 th grade.	Counselors may get referrals from teachers, school staff, and class observations about specific student needs. They will promote student success, provide preventive services, and identify and respond to students' needs addressing academic, career, and personal/social development. A.L.T. school counselors provide direct services to students and families, individual student planning services, and preventive and responsive services. Our counseling curriculum: <ul style="list-style-type: none"> 1) Implements developmentally appropriate and prevention-oriented group activities to meet students needs and support school goals 2) Provides leadership and collaborates 	Students targeted for Academic Intervention Services receive individual, group counseling and class intervention.	At-risk services will be provided to students during the school day.

		<p>with other educators to ensure students' academic success</p> <p>3) Provides individual and group counseling to students with identified concerns and needs</p> <p>4) Implements effective referrals and follow-up processes</p> <p>5) Participates in professional developmental activities to improve knowledge and skills.</p> <p>Fosters early awareness and exposure to colleges and careers.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

NYCDOE teachers meet State eligibility requirements:

- All teachers are scheduled to meet daily for Common Planning Time where collaboration, support, and time to reflect on teaching and learning is facilitated
- All teachers, as needed, have the support of having individualized lesson clinics. This clinic is to allow the teacher to work with an instructional specialist to clarify and develop best teaching and learning practices
- Teachers are assigned a mentor teacher that continue the added support on a weekly basis
- Outside consultants are hired to further provide added supports, professional development and feedback to teachers as needed

Describe the strategies and activities including strategies for recruitment, retention:

- Teachers have an open door to participate in leadership teams, create their own extracurricular programs, pursue opportunities to participate in meetings with partners and attend conferences (paid for by the school), and receive opportunities to attend outside training and receiving training rates
- Teachers are also given the opportunity to manage the hiring process; therefore, teachers are hired by other teachers
- Teachers are also given the opportunity to develop their career interest with the support from the administration

2b. High Quality and Ongoing Professional Development

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

- Teachers receive feedback on curriculum alignment from instructional specialists, administration, educational consultants, and colleagues during daily common planning time.
- Teachers are provided with model curriculum map and unit plans designed to enable all students to meet the Common Core State Standards.
- Teachers, administrators and instructional support have access to one another's curriculum through the online curriculum planning tool Curricuplan.
- Grade and Department teams share student data and progress on specific common core standards following

each quarterly assessment.

- All first and second year teachers receive an individualized weekly lesson clinic with an instructional support specialist.
- All teachers are scheduled to meet daily for Common Planning Time where collaboration, support, and time to reflect on teaching and learning is facilitated.
- Outside consultants are hired to further provide added supports, professional development and feedback to teachers as needed.
- Peer observation and intervisitation is facilitated and encouraged by grade teams.
- All teachers receive an Ipad 2 to facilitate professional development and use of technology in instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

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

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

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

- 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.

²The **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.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<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: Academy for Language and Techn	DBN: 09X365
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: 175
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: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

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: Pathways to Success is a program for our newcomers to educate and foster College and Career Readiness. Many of our students are recently arrived immigrants from the Caribbean, including students with Interrupted Formal Education (SIFE), and/or Long-Term ELLs. Research has shown that strategic, theme-based programs improve academic progress and success within the content area. Using an interdisciplinary approach, students will have an opportunity to experience the content that they are learning in the standard curricula to be reinforced through additional instruction given during the week and on Saturdays through in-depth interdisciplinary collaborations. A strong emphasis will be placed on literacy, numeracy, and academic rigor, often found in this kind of interdisciplinary approach. Furthermore, in following the theme of College and Career Readiness it is essential that our students are provided with meaningful content. Each course is interactive and recognizes the various learning styles and modalities that each child brings to the experience. Students learn best when all modalities, reading, writing, listening and speaking are involved and they are provided with opportunities to interact with the content in this way.

In order to best provide for our subgroups of Students with Interrupted Formal Education (SIFE), newcomers, and Long-Term ELLs, the staff and faculty of the Academy for Language and Technology will facilitate four 60 minute instructional periods per targeted area one day during the week as well as another four 60 minute instructional periods per targeted area on Saturday. These targeted areas will be fully aligned to literacy, numeracy, and language acquisition. They are connected to the core content subjects of Math, ELA, Science, and History. In order to prepare themselves for the academic and professional rigors of the modern world, students will be utilizing technology and mathematical tools to facilitate content driven instruction.

The program will begin in the month of October 2014 and end in May 2015. Two certified ESL instructors and one certified bilingual teacher will join five certified content teachers to implement instruction. These teachers include: two English teachers, two math teachers, two science teachers, and two history teachers. The bilingual and ESL teachers will support in the instruction, planning, and implementation of instruction with the other teachers. Also, they will push-in with the content area teachers in order to best provide the support needed for the students. The teachers (both content area and language area) will plan and deliver interdisciplinary lessons regarding larger issues in their respective fields. These objectives will require students to produce and use language in the four main

Part B: Direct Instruction Supplemental Program Information

modalities as well as recall, understand, apply, analyze, evaluate, and create tasks that are cognitively challenging and appropriate. These additional two hours outside of the classroom may reinforce content and test prep but are not the objective center.

Because our school specifically serves newcomer ELLs and currently has an 83% ELL population with 97% ELL classifications occurring in the 9th and 10th grade where newcomer populations are the highest, the program will be open to all 9th graders and 10th graders. Long-Term ELLs in the 11th and 12th grades will also have an opportunity to join this program. This group of students will account for the diversity of our school including English Language Learners, SIFE, and Students with Disabilities (SWDs). Following the transitional bilingual model (TBE) and freestanding English as a Second Language (ESL) instructional models of our schools, students will be taught in English with extensive supports in Spanish. Students will use laptops, smartboards, powerpoint, software, graphing calculators, and iPad technology to facilitate learning. Participating in high school courses, Career and Technical Education certification exams, Work-Based Learning activities and Internships providing students with instructional supports to build professionalism and instruction on how to fine tune interpersonal skills is essential to our students being able to articulate their talents, and eventually gain entrance to a post-secondary university or secure, stable, rewarding employment. Along with marketing themselves as skilled individuals, students will also learn key skills that relate to their Integrated Algebra curriculum, such as budgeting and balancing a check book. The goal of this program is to build and enhance language skills and basic background knowledge of the world in order to reach their potential as both students and members of a complex society.

For every instructional period (60 minutes), students will have an attainable instructional outcome (Learning Target), a warm-up activity, a mini-lesson, group and independent practice, and a summary activity to make sure that the student has achieved the outcome of learning.

Planning Days: 1st Wednesday of specific months throughout the year: These planning days provide a way to make the best of our resources. With only 3 certified language area teachers, these planning days are an essential component to our program. Because we have limited resources, have put up postings for Title III teachers, and have three of the participating content area teachers currently attending recognized institutions for completion of language area certification by June 2015, these planning meetings will serve as a collaborative and professional critical work period for all involved. During these planning sessions, the goal of maximizing student potential and success through acquisition of knowledge and deep connections between content areas both professional and academic, will be the main focus. These sessions will serve as a way for teachers to ensure that their planning connects with their field's professional areas, meets the appropriate language scaffolds and supports in the four modalities of language, and that the theme of College and Career Readiness is prevalent in all. Lessons will include a measurable learning target aligned to the Common Core State Standards, Language Objectives, and activities for students based on QTEL (Quality Teaching of English Learners) methods.

- 1: October 1, 2014: Planning
- 2: December 3, 2014: Planning
- 3: January 7, 2015: Mid-Point Assessment
- 4: March 4, 2015: Planning

Part B: Direct Instruction Supplemental Program Information

5: April 1, 2015: Planning

6: May 6, 2015: Summary, closing, assessments

Below is the weekly overview and outline of our plan. There will be 22 four hour Saturday Sessions from 9:00am to 1:00pm and 26 After school Sessions held for one hour three times a week (Monday, Tuesday, Wednesday) from 4:00pm to 5:00pm. There will be 8 classes. Each class will have about 20 students due to the rotations of the teachers. These sessions are provided by the Content Area Teachers (Science, Math, Social Studies, English/English as a Second Language). Three of the teachers participating who are not certified as Bilingual or ESL are currently enrolled in language service provider programs--two for bilingual education and one for English as a Second Language. One ESL teacher who is unavailable to participate, is attending all of the planning sessions and is pushing in when available. These areas and topics are broad enough to allow adaptation for all teachers involved. Each teacher will be planning and devising a lesson aligned to this topic that allows students multiple opportunities to use and build knowledge. Some weeks (not included) are interrupted due to holidays, vacations, and the New York State Regents. Due to the frequency of the program, the school will use other funding sources to supplement the cost of the Title III program.

Week 1: October 13-18, 2014: Overview, Introductions

Week 2: October 20-25, 2014: Content Themes (Main topics and ideas of the content area)

Week 3: October 27-November 1, 2014: Language uses

Week 4: November 3-November 8, 2014: Content Themes

Week 5: November 10-November 15, 2014: Content Themes

Week 6: November 17-November 22, 2014: Content Themes

Week 7: December 1-December 6, 2014: Content History (Background of important historical information in content)

Week 8: December 8-December 13, 2014: Content History

Week 9: December 15-December 20, 2014: Content History

Week 10: January 5-January 10, 2015: Content History

Week 11: January 12-January 17, 2015: Assessment

Week 12: January 20-January 24, 2015: Assessment

Week 14: February 2-February 7, 2015: Content Topics (Current topics of importance in content)

Week 15: February 9-February 14, 2015: Content Topics

Week 16: February 23-February 28, 2015: Content Topics

Part B: Direct Instruction Supplemental Program Information

Week 17: March 2-March 7, 2015: Content Topics

Week 18: March 9-March 14, 2015: Content Themes

Week 19: March 16-March 21, 2015: Content Connections

Week 20: March 23-March 28, 2015: Content Connections

Week 21: March 30-April 4, 2015: Content Connections

Week 22: April 13-April 18, 2015: Assessment

Week 23: April 20-April 25, 2015: Content Themes

Week 24: April 27-May 2, 2015: Assessment

Week 25: May 4-May 9, 2015: Assessment

Week 26: May 11-May 16, 2015: Reflections

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: The Academy for Language and Technology is a public high school that must meet the needs of our 253 English Language Learners. Currently, there are three certified language teachers: 2 ESL and 1 Bilingual. There are also 5 teachers currently en route to receive proper language area certification: 3 ESL and 2 Bilingual. All of these teachers are participating in the Title III program.

In order to better implement instruction into the curriculum of the program, professional development will be conducted for all teachers involved in the program. Professional Development will be on going and will occur 6 times throughout the program for one hour. These PDs will be held by the three language area teachers and will focus on language, language instruction, language development, and language assessment. The sessions will be aligned with the Common Core, regarding College and Career Readiness and how to differentiate for beginning ELLs.

These planning meetings will serve as a collaborative and professional critical work period for all involved. During these planning sessions, the goal of maximizing student potential and success through acquisition of knowledge and deep connections between content areas both professional and academic, will be the main focus. These sessions will serve as a way for teachers to ensure that their planning connects with their field's professional areas, meets the appropriate language scaffolds and supports in the four modalities of language, and that the theme of College and Career Readiness is prevalent in all.

Part C: Professional Development

Lessons will include a measurable learning target aligned to the Common Core State Standards, Language Objectives, and activities for students based on QTEL (Quality Teaching of English Learners) methods.

- 1: October 1, 2014: Planning: Language Acquisition
- 2: December 3, 2014: Planning: Language Development
- 3: January 7, 2015: Mid-Point Assessment: Assessing Languages
- 4: March 4, 2015: Planning: Language Use in four modalities
- 5: April 1, 2015: Planning: Academic Language Vs. Social Language
- 6: May 6, 2015: Summary, closing, assessments

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: Parents are heavily involved in our school community. At ALT we have an active Parent Association as well as an involved and effective School Leadership Team. We believe that in order to provide a high quality education that prepares students to contribute successfully as adults require the commitment and involvement of parents along with the dedication and competence of teachers. We frequently provide meetings and orientations to parents to inform them of how they can support students' success in high school and future endeavors. So far this year, we have provided two orientations to 9th grade students' parents and two events for the rest of the student body's parents to communicate with them the curriculum for the current school year and requirements for college entrance after graduation.

Parental engagement activities in students' education will take many forms including:

-We will be inviting parents into the classroom, drawing on their strengths and expertise and, in turn, extending students' learning into the community. Every Saturday, we will be inviting parents to come into the classrooms to share experiences and learn to learn critical components of the four main content areas with the student.

-We will be providing a Saturday Academy for parents that will serve as a way to provide ESL for our parents and Technology tools. Parents will learn basic BICS (Basic Interpersonal Communication Skills)

Part D: Parental Engagement Activities

and get a course in basic technological tools. This includes knowing how to use Microsoft Office and PS and Mac operating systems.

-We will be taking field trips to expand the knowledge of the students in our class and to broaden their understanding of technology and College and Career Readiness. Parents will be invited to participate in these trips and learn with students. In addition, some parents will be asked to serve as chaperones when the number of students-ratio is higher than the available staff.

Involving parents in their children's education improves student achievement and behavior. The staff involved in this program will be offering an orientation to parents to explain the details and benefits to students and how they can participate. We will reach the parents through mail and phone. Translation will be available to parents at all times during the program.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
TOTAL	_____	_____

**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 09	Borough Bronx	School Number 365
School Name Academy for Language and Technology		

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 Arisleyda Urena	Assistant Principal Jose Vinales
Coach type here	Coach type here
ESL Teacher Felicia Reynolds	Guidance Counselor Oscar Bolivar
Teacher/Subject Area Matthew Schutte, ESL	Parent Jose Flores
Teacher/Subject Area Michelle Deery, ELA	Parent Coordinator type here
Related Service Provider type here	Other Stephanie Watts, ELA
Network Leader(Only if working with the LAP team) type here	Other Rafael Vargas, History

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	329	Total number of ELLs	273	ELLs as share of total student population (%)	82.98%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										3	2	1		6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										1	2	2	3	8
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	4	3	3	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	273	Newcomers (ELLs receiving service 0-3 years)	229	ELL Students with Disabilities	3
SIFE	93	ELLs receiving service 4-6 years	41	Long-Term (completed 6+ years)	3

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	37	14	0	20	0					57
Dual Language										0
ESL	192	79	2	21	0	1	3	1		216

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	229	93	2	41	0	1	3	1	0	273
Number of ELLs who have an alternate placement paraprofessional: <u>0</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 Spanish										36	16	0	0	52
SELECT ONE														0
SELECT ONE														0
TOTAL	0	36	16	0	0	52								

*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
TOTAL	0																			

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										41	66	85	73	265
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	41	66	85	73	265								

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)										42	11	11	3	67
Intermediate(I)										18	48	30	12	108
Advanced (A)										9	14	22	25	70
Total	0	69	73	63	40	245								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										13	7	19	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										19	16	19	22
	A										14	8	10	9
	P										5	8	2	5
READING/ WRITING	B										34	23	16	3
	I										12	14	19	28
	A										5	0	5	7
	P										0	2	0	0

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	241		68	
Integrated Algebra	123	165	59	48
Geometry	52		15	
Algebra 2/Trigonometry	44		6	
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	28	9	0	0
Physics	91	0	0	0
Global History and Geography	9	174	3	60
US History and Government	32	130	11	64
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)	8	46	49	50				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At the Academy for Language and Technology (ALT), we implement a school wide DYO Design Your Own periodic assessment system. With this type of set up, each teacher is able to create a skills based assessment of each individual student. Because we are a high school for newly arrived immigrant students, these assessments quantify the skill sets of our students in reading, writing, speaking, and

listening in both native languages and learned languages. Our school uses Compass Odyssey, an online learning tool that uses Common Core Learning Standards to assess student mastery of selected objectives, in each content. This tool quantifies our student achievement instantly and sets up automatic online learning paths that meet the needs of each individual student. These learning paths are then utilized during Academic Intervention Services and tutoring. Teachers then take that data to plan and revise their individual lessons and set professional goals in order to measure student learning. Each DYO also includes a written component. This component is based on the contents needs and specific writing skills. Students are given these periodic assessments in both their languages. Teachers then take this data to create goals to measure student learning in writing.

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

We see a gradual growth in proficiency from 9th grade to 11th grade. In 9th grade, most students are beginners. This number reduces in 10th grade, and reduces even further in 11th grade so that most students are intermediate, advanced, and proficient. Additionally, our data reflects our intake from year-to-year. Cohorts with a higher number of newcomers (such as the 9th grade, above) demonstrate higher numbers of beginner students at the end of their first year. Our early emphasis on reading and writing is apparent through the rapid increase in these scores through the 9th and 10th grades. Our Inquiry Team work in literacy in these grades impacts these results so that by 9th grade, more students are intermediate, advanced, and proficient. College Prep work will be implemented even earlier in coming years (periodically in 9th and 10th grades) to move students as quickly as possible into academic proficiency in English reading and writing. Our Blended Learning initiative will help us to use technology to increase student proficiency in all modalities, but particularly in listening and speaking.

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](#))

Looking at the patterns we can see that the majority of our 9th 10th and 11th grade students are at beginner and intermediate levels in all four modalities. A majority of our 12th grade students are at intermediate and advanced levels in all four modalities. These patterns instruct our instructional decisions by ensuring that as students progress through the grades they also progress in English language acquisition (AMAQ 1). In order to do this, combined with our TBE and ESL model, students are placed into the appropriate environment and setting for their language acquisition. As they progress, classes are offered in English. In order to increase the number of students attaining proficiency, teachers design lessons that involve a specific language modality components assessed by native-like fluency (AMAQ 2). We measure the progress of our ELL subgroups by our DYOs. All teachers keep track of their data and carry it with them to ensure that they are planning to increase student learning.

4. For each program, answer the following:

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

Students choose to take tests in the language in which they are most comfortable, which is generally Spanish. Due to the small number of ELLs taking tests in English, it is difficult to determine that there is a significant pattern that emerges. We can see that the passing rate percentage is around the same score regardless of the language the test is taken in. However, results of tests taken in the native language are promising, such as the ELE; more students demonstrate higher reading skills on the ELE (Spanish-language exam). We use what we know about literacy in the native language to inform programming and instructional decisions in English. At ALT, we implement DYO Periodic Assessments instead of the ELL Periodic Assessments. Our English literacy teachers have created DYO Periodic Assessments this year which are aligned to the Common Core State Standards and the collegeboard SAT exam. Compass Odyssey, our assessment tool is used for scaffolding ELLs at different levels. Teachers keep periodic assessment binders for each student. In each class, students review the results of each assessment and record their scores for each CCLS standard they will see in every class so that they can track their progress over the year. Teachers also follow the same process to track progress and proficiency with writing, following the SAT writing rubric. Students are aware of their data and track their progress as they set goals for improvement. Teachers intervene when students fail to meet goals with after-school tutoring and Saturday academy. We evaluate our goals regularly through student progress reports and periodic assessments. In addition, we identify and monitor academically at-risk students each marking period through our Academic Learning Support Unit. Students are identified as being at-risk based on classes failed, credit accumulation, attendance, and regents accumulation. Interventions are implemented based on need.

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

Paste response to question here:

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

At the Academy for Language and Technology, second language development and acquisition is at the forefront of our decisions. Students follow an extended day schedule which allows for additional instructional time. We also provide Academic Intervention

Services after school and a Saturday program. These programs are developed to increase the use of English in all four modalities. Furthermore, our school's theory of action works to ensure that all teachers provide rigorous lessons that require students to make meaning of what they are reading. We ensure that teachers tier-ed groups are transparent and evident to all, including the students themselves. We provide students with authentic learning experiences and performance based tasks.

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?

Paste response to questions here:

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

We evaluate our success of programs constantly. After every assessment period, (DYO, SATs, NYSESLAT, Regents, etc.), we have a meeting in which we evaluate the data as well as work on making this transparent to the students by explicitly having students go through their data as well as having a data board for each cohort in the main hallway. As we evaluate the success of our programs in an ongoing way, we also make changes to pull-out/push-in schedules, schedules and programs, and after-school or Saturday programs.

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](#).)

Upon entrance to the school, parents are greeted by the parent coordinator. Guidance is contacted and Mr. Bolivar, bilingual guidance counselor, speaks with the parents. He then does an informal interview with the parents in the native language of Spanish. This serves to provide background information of the student and the home. Then, Mr. Bolivar and Ms. Watts, ELA teacher, conduct the Home Language survey and ELL program choice survey. Ms. Reynolds, ESL teacher, and Mr. Vargas, bilingual History teacher, are also prepared to administer the HLIS. Ms. Watts and Ms. Reynolds are assisted with Mr. Vargas and Mr. Bolivar's translations. Within 10 days of admittance, Ms. Reynolds, and Mr. Vargas will assess all potential incoming ELLs in English and Spanish using the LAB-R and Spanish LAB-R. Ms. Reynolds, ESL teacher administers the exam in English. Mr. Vargas, History teacher, administers the exam in Spanish.
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.

After the Home Language Identification Survey that parents are given when they enter the school to enroll a student, parents watch the Home Language Survey identification video and are given the opportunity to ask questions. At this point, parents make a decision. Parents that choose options we do not offer (Dual language) meet with the guidance counselor, Mr. Bolivar, to discuss next steps. Parents that choose the options we offer (TBE and Freestanding ESL), continue the enrollment process at our school. Furthermore, ALT continues to provide learning opportunities for parents by holding an two Open House Orientations for parents. The first happens in the summer in August. The second happens during the first month of school in September. During these meetings, the parents have the opportunity to learn more about program choices and ask questions to both teachers and administrators. It is also mentioned during a formal PTA meeting held by the Parent Teacher Association in October. During the intake process, the guidance counselor explains to parents and students that ALT offers a TBE and ESL program. Parent Survey and program selection forms are discussed and completed as well. Through this process, parents and students determine that our model is the best match will then enroll in the program.
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 [\[see tool kit\]](#).)

Mr. Bolivar, Guidance Counselor and Ms. Watts, ELA Teacher and Testing Coordinator create entitlements letters each fall based on student performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students). Once these letters are created, addresses are cross referenced with students. Once students have confirmed addresses, the letters are mailed out. This happens in September. Copies of each letter are printed and placed in the English Language Learner Compliance binder located in the Guidance office. Proficiency letters are also sent to students who, through the NYSESLAT, pass out of ESL. All students who enter A.L.T. come from Spanish-language backgrounds; however, they are not all ELLs. After our guidance counselors review the Home Language Survey, and after ESL coordinators conduct the LAB-R and Spanish LAB, students in each cohort are placed into one of four groupings based on language proficiency and parent choice. Students who score advanced or proficient in these assessments are placed in the highest class, which is conducted as a freestanding ESL program, with parental consent. Others are placed by level into one of three remaining classes, all of which are TBE. Parent Survey and Program Selection Forms are mailed home in September. They are collected by the guidance counselors, Ms. Alvarez and Mr. Bolivar. Copies are stored in the guidance office ELL Compliance binder.

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.
After our guidance counselors review the Home Language Identification survey, students take the LAB-R and Spanish LAB-R. Then, after this is conducted by Mr. Vargas or Ms. Reynolds, licensed pedagogues, students in each cohort are placed into one of four groupings based on language proficiency and parent choice. Students who score advanced or proficient in these assessments are placed in a freestanding ESL program, with parental consent or transitional bilingual classrooms as per parent choice. Others are placed by level into one of three remaining classes, all of which are TBE. Placement letters are sent to parents in September. Parents attend an Open House in September where the all program choices offered in NYC (TBE, DL, ESL) and those in the school (TBE, ESL), are described in detail and are provided with opportunities to ask questions. Placement letter copies are stored in the ELL compliance binder in the guidance counselors office. Guidance counselors, Ms. Alvarez and Mr. Bolivar, are present at Open House forums and during the HLIS in order to provide translation services for parents. Then, information on the ELPC screen is updated.

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.

At the Academy for Language and Technology, a meticulous series of steps are taken each year to ensure a smooth administration of the New York State English as a Second Language Achievement Test (NYSESLAT) TO ALL ELLs each year.

The first step involves a Literacy Department meeting, including a detailed agenda, to discuss important dates and organize logistics. At this time, ATS reports are printed and students that have tested Proficient are identified. The Literacy Team then designates various tasks to the different members of the team. These tasks include receiving the testing shipment and storing the shipment in a secured and locked area that is inaccessible to students, printing out and mailing NYSESLAT informational brochures to parents, and unpacking and checking shipments. A designated time is set aside during each grade team's common planning time (CPT) for Professional Development (PD). During this Professional Development, Ms. Watts, the testing coordinator who is aware of the directions and scoring procedures, trains all staff members how to score the speaking section. Speaking samples and writing samples are also provided to ensure that all staff members are knowledgeable about procedures and guidelines for scoring the various sections.

The second step involves the actual division of labor amongst the teachers concerning the administration of the speaking section. A schedule is created and each teacher is assigned a selected number of students who they will be administering the speaking portion to. The teachers are allotted a set amount of time in which they are required to administer the test to their selected students. Teachers individually administer and score the test. They record the scores during the administration. When each teacher is finished with their selected students, they turn in their scoring data to a selected staff member who has been assigned to collect all of the speaking materials.

The third step involves the administration of the remainder of the exam during a preordained week. The entire school takes the exam during this selected time period. A special schedule is created to accommodate the students during this period of time. Another teacher is in charge of collecting and organizing the finished testing materials. Students take the writing, listening, and reading section during this time.

Each of these steps is crucial to the seamless administration of this crucial exam. Each member of the staff does their part to aid in the reception, administration, and collection of the exams. Then, once the exam is conducted, students who are absent make up the exam within the week so that the test can be shipped back according to protocol.

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. 
According to quantitative and qualitative data collected at our school, parents at A.L.T. are overwhelming supportive of the freestanding and TBE choices in our school. In particular, parents of students in the TBE programs have commented in surveys and via

direct communication with school administration that they appreciate the TBE model and how it allows for students that arrive with lesser English language skills to gradually transition into academic English. They are also pleased with the focus of instruction: high expectations with high support (scaffolding, tiered instruction, blended learning); emphasis on the four language modalities, etc. A.L.T. continues to monitor both quantitative and qualitative data in this area. Working particularly with our content teachers, we strive to ensure that all necessary content and skills are given to each student with sound linguistic methodologies. Through our freestanding and TBE models, it is expected that all students will leave A.L.T. with college-readiness for all major academic subject areas in both English and Spanish.

Part V: ELL Programming

A. Programming and Scheduling Information

7. 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])?

At ALT, we have several organizational models to deliver instruction. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL or TBE. Next, students with specific instructional needs are pulled out for small group instruction with certified instructors in all content areas. Several teachers also push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance. Students are scheduled in the allocated time for ESL and ELA classes with licensed teachers in all areas.

Students are arranged in both heterogeneous and homogeneous groups according to English proficiency and parental choice. Instructors differentiate by using different tasks, texts, and final products. For example, in Literacy our approach to guided novel reading includes at least three versions of the same text. This allows students to see the text represented in various formats. Students create specific goals for their writing skills, which are updated every marking period, following a formative

assessment. These goals are used to create individualized lessons for all students. Students receive additional literacy instruction and practice in Literacy Institute, which is divided by English proficiency level and parental choice. Literacy Institute allows students to practice all four modalities, according to need, in smaller, gendered groups. Held in conjunction with our physical education program, Literacy Institute is a self-contained grouping of students based on level and gender. During Literacy Institute, SIFE are given special instruction via small groupings, differentiation, tiered learning and scaffolded instruction.

8. 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)?

In the 9th grade, where most of our students are at beginning levels, students receive native language support for 45 minutes a day through content support. In the 10th, 11th, and 12th grade, students receive the same instructional support in their native language through content pull out and push in. In order to fulfill these requirements, staff is structured accordingly. Teachers with bilingual certifications teach in the 9th grade, including History and Math. ESL teachers are in the 9th and 10th grade. ELA teachers are in every grade. In 10th and 11th grade, students in need of additional ESL are pulled out for small group instruction. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. ELA is supported by content teachers through literacy strategies and language development. Some content courses are taught using ESL methodology and/or taught based on English proficiency level of class. In 10th grade, periodic assessments that our instructors have designed in line with the ELA Regents are delivered and analyzed in Literacy Institute. Students evaluate their progress and establish and establish individual goals for learning. A special Literacy Lab is in place that works towards language acquisition and proficiency.

9. 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.

In science classes, instruction is delivered according to the English proficiency level of each self-contained classroom. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. The remaining 3 grade-level classrooms are categorized as Transitional Bilingual Education and receive extensive support in Spanish, which varies from 60-40%, 50-50%, to 75-25% depending on student's levels and yearly progress. When applicable, additional classroom support is given to target students through Pull-Out and Push-In licensed teachers. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Proficiency-based Work Group Collaboratives, differentiated instruction, Bloom's Taxonomy Skill Reinforcement, Technology-rich lessons, Scaffolding, blended learning and Literacy/Modality-based activities.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade, one of four classrooms is ESL Freestanding; one classroom is categorized as TBE; and two classrooms are categorized as beginners who also fit into the TBE model. In 10th grade, three classrooms are TBE and one classroom is Freestanding ESL. In the 11th grade, all three classrooms are ESL Freestanding. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Interdisciplinary units are developed within the grade teams. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology using a blended teaching model. Students also receive support with push out and pull in in their native language.

Literacy support is offered to all students. ESL and ELA support concepts and skills embedded in ELA Common Core Standards and performance indicators. Content is made comprehensible through various strategies such as scaffolding, sheltered instruction, TPR (Total Physical Response), tiered instruction, and differentiation as it applies to four language modalities (speaking, listening, reading and writing). Students engage in Project/Problem-Based Learning in collaborative projects. In Literacy, all classes are taught entirely in the language of support.

In mathematics, instruction is delivered according to the English proficiency of the classroom. In 9th grade, one out of four classrooms is Freestanding ESL, one classroom is categorized as TBE, and two classrooms are categorized as beginners. In 10th grade, three classrooms are TBE and one classroom is ESL Freestanding. In the 11th grade, all three classrooms are Freestanding ESL. Although students are grouped according to their proficiency in language or the number of Regents exams passed, depending on grade level, the range of students' proficiency in mathematics is broader than other subject areas. This leads to differentiated

instruction in each classroom and regularly occurring push-in sessions to meet the needs of all students in all programs.

10. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are appropriately evaluated in their native languages. Upon entrance, students are administered the Spanish Lab R. Students then take the NYSESLAT every year. Teachers use this data to plan their instruction. Aside from these tests, students are also assessed periodically according to content. These content teachers use these assessments as a way to evaluate their native language instruction. Students are also able to participate in blended learning.
11. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In Literacy, students receive a diagnostic exam in both English. In the ninth grade, these diagnostics are used to place students in a learning lab suited to their English proficiency. Students receive the required number of minutes in ESL, along with Native Language classes. In the tenth grade, students are prepared for the ELA regents with the expectation that they will pass and have the opportunity to enroll in AP Language classes in 11th and 12th grade. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents take remedial English classes. Students who qualify will take AP English and Spanish classes. Students who are still designated beginners receive double period blocks of ESL in addition to small group instruction in ESL. In 10th and 11th grade, students in need of additional ESL are pulled out for small group instruction. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. Throughout the year, students are assessed on writing and reading throughout the DYOs in each content. Furthermore, students take the NYSESLAT and Lab-R (new admits). Students speaking is assessed by the ESL teachers following the NYSESLAT procedures and data shared across the school. Students listening is assessed by the English teachers and data is shared across the school.
12. 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).

As the overwhelming majority of students at A.L.T. are ELLs, there is little conflict between these subgroups and other students in our school. Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a SmartBoard, computer with Internet access, and overhead speakers to allow for enhanced auditory learning. Classroom libraries, organized by level are all present in each classroom. Most content area subjects are taught using bilingual textbooks or textbooks in the native language. If appropriate learning materials are not available, all teachers at ALT have access to two copy machines and an ample supply of copy paper so they can quickly reproduce materials that they have created to support instruction. Teachers work in collaborative interdisciplinary teams as well as content teams to come up with ways of amplifying and deepening material for ELLs. For example, our art and technology teachers often use their class time and materials to support learning that is happening in content areas such as science and history. Listening centers are used to give students opportunities to listen to instruction and/or read-alouds regarding their lessons in language and content area classes. This practice will be expanded to include podcasting with a newly purchased, school-wide set of iTouches, classroom computers, and other forms of technology support. All ELL students at A.L.T. will be provided with their own computers for instruction support. These computers will be housed in the same self-contained classroom as the students. Furthermore, the school will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students. Professional development will also be given to all teachers so that they can use these instructional materials more effectively for the growth of their ELLs. For example, a small group of teachers will attend several professional development sessions in blended learning this summer and will support the remaining staff as they implement blended learning throughout the year.

All required services and support at A.L.T. for ELLs corresponds with their ages and grade levels (9th through 11th grade). In particular, the focus of instruction at A.L.T. is to make students "college and career ready," and this is kept in mind as we make all major decisions at the school. Social services, guidance, and parental support also correspond directly with student ages and grade levels.

Students who are recognized SIFE receive additional support in the Academic Intervention Academy and the Literacy Institute. In addition, content teachers provide regularly scheduled pull-outs with these students and after school tutoring. Teachers also meet in content inquiry teams and grade teams to discuss these students' needs, strengths, weaknesses, and progress and determine effective teaching strategies. Interdisciplinary units have been developed to aid SIFE.

Students are arranged in both heterogeneous and homogeneous groups according to English proficiency. Instructors differentiate by using different tasks, texts, and final products. For example, in literacy our approach to guided novel reading includes at least three versions of the same text. This allows students to see the text represented in various formats. Students create specific goals for their writing

skills, which are updated every marking period, following a formative assessment. These goals are used to create individualized lessons for all students. Students receive additional literacy instruction and practice in Literacy Institute, which is divided by English proficiency level. Literacy Institute allows students to practice all four modalities, according to need, in smaller, gendered groups. Held in conjunction with our physical education program, Literacy Institute is a self-contained grouping of students based on level and gender. During Literacy Institute, SIFE are given special instruction via small groupings, differentiation, tiered learning and scaffolded instruction.

In Science, SIFE are promptly given diagnostic content tests to gauge target areas. After-school and weekend tutoring services are then provided to strengthen weak content-area knowledge. Further, content area teachers collaborate with Pull-Out/Push-In teachers to further enhance content support.

In Math, SIFE are placed in the same learning environment according to their needs in math. After-school tutoring for the target population will include SIFE students that need intense intervention to advance them to the current level of instruction. Scaffolds are used on a daily basis in teacher-directed instruction, differentiated activities and worksheets, and during after-school tutoring. The Pull-Out method, when necessary, is used to give students a smaller student-teacher ratio and support their needs. When the Push-In method is used in mathematics classrooms, one of the teachers will provide extra support for SIFE students during the lesson.

In Literacy, students receive a diagnostic exam in both English and their native language. In the ninth grade, these diagnostics are used to place students in a learning lab suited to their English proficiency. Students receive the required number of minutes in ESL, along with Native Language classes. In the tenth grade, students are prepared for the ELA regents with the expectation that they will pass and have the opportunity to enroll in AP Language classes in 11th and 12th grade. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents take remedial English classes. Students who qualify will take AP English and Spanish classes. Students who are still designated beginners receive double period blocks of ESL in addition to small group instruction in ESL. In 10th and 11th grade, students in need of additional ESL are pulled out for small group instruction. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. ELA is supported by content teachers through literacy strategies and language development. Some content courses are taught using ESL methodology and/or taught based on English proficiency level of class. In 10th grade, periodic assessments that our instructors have designed in line with the ELA Regents are delivered and analyzed in Literacy Institute. Students evaluate their progress and establish and monitor their goals toward success on this end-of-year exam.

In math, 9th grade students are taught in their native language. As students progress, native language supports are gradually withdrawn to accommodate students' growing English proficiency levels. By 11th grade, students are expected to learn at the regents level, in English.

In Science, all classrooms receive instruction primarily in English with extensive Spanish support; that is, materials as well as lessons are presented in both languages simultaneously. Additional support materials consist of distributable lessons in the native language as well as online materials; these items are made available early and consistently throughout the semester to this one classroom. Teachers provide continuous periodic assessment (diagnostic, formative, summative, and predictive exams) to help focus and gauge the effectiveness of content, language, and critical thinking skills acquisition. Similar to the techniques used by the Mathematics Department, the Science department gradually increases instruction in English during the second year of secondary education as dictated by English proficiency levels. By the third year of secondary education, students are expected to absorb, be engaged, and respond to lessons, activities, and written work requests primarily in English.

Students who have been receiving long-term ELL services are placed in classes created to meet their needs. They receive longer periods of Literacy and core content classes with a low teacher-to-student ratio. Many of these students become members of inquiry team target populations, where teachers can focus on their specific learning needs and create intervention strategies to meet their needs.

Students are homogeneously grouped and receive additional support through double blocks of English, small group instruction, pull outs, co-teaching, after school tutoring, and summer enrichment. These students will be monitored via data from several sources (periodic assessments, scholarship, credit accumulation, and so on) to check the progress they are making and to address their needs. Tutoring is prepared based on individual needs of students. Students are expected to complete the requirements for graduation within four years of secondary instruction at A.L.T. Students who require additional support will be provided such support in the effective learning environment to which they are accustomed at A.L.T.

For our long-term ELLs, we have continued to differentiate according to the students' specific literacy deficiencies and strengths. While some long-term ELLs have received small group, specialized instruction, others continue with mainstream ELA courses. We continue with our literacy practices and uphold high expectations, but also uphold the specific requirements for IEPs. For our special needs students, we have a special needs teacher who supports and enriches students' learning based on their individual IEP. She meets with them three times per week and utilizes hands-on activities, manipulatives, visuals, and other appropriate, differentiated scaffolds in order to accommodate all

types of learning modalities. The Science department members quickly share all learning materials with the special needs teacher to also complement and enrich the learning for students with IEPs.

Targeted interventions programs for ELLS in ELA, math, social studies and science include regularly scheduled pull-outs for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these pull-outs are conducted in Spanish with English language support, depending on the needs of the students and the language in which the summative assessment will be given. In math and social science, certified teachers have been scheduled to regularly push-in and support students who are in need as identified by content area teachers. In these subject areas, this occurs at least once a week throughout the year. Finally, our Literacy Institutes allow for opportunities to further accommodate students by proficiency level and gender. Students who have reached proficiency on the NYSESLAT continue to learn from content area teachers capable of bilingual instruction when necessary. Furthermore, they are given support in advanced AP courses, SAT and college preparation courses, online credit recovery courses through APEX, etc. Per our professional development programs for all teachers, scaffolded instruction is provided to proficient students as they deepen their understanding of content areas in English. Test accommodations for former ELLs are extended time and dictionary use.

13. 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?

We continue with our literacy practices and uphold high expectations, but also uphold the specific requirements for IEPs. For our special needs students, we have a special needs teacher who supports and enriches students' learning based on their individual IEP. She meets with them three times per week and utilizes hands-on activities, manipulatives, visuals, and other appropriate, differentiated scaffolds in order to accommodate all types of learning modalities. The Science department members quickly share all learning materials with the special needs teacher to also complement and enrich the learning for students with IEPs.

Targeted interventions programs for ELLS in ELA, math, social studies and science include regularly scheduled pull-outs for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these pull-outs are conducted in Spanish with English language support, depending on the needs of the students and the language in which the summative assessment will be given. In math and social science, certified teachers have been scheduled to regularly push-in and support students who are in need as identified by content area teachers. In these subject areas, this occurs at least once a week throughout the year. Finally, our Literacy Institutes allow for opportunities to further accommodate students by proficiency level and gender. Students who have reached proficiency on the NYSESLAT continue to learn from content area teachers capable of bilingual instruction when necessary. Furthermore, they are given support in advanced AP courses, SAT and college preparation courses, online credit recovery courses through APEX, etc. Per our professional development programs for all teachers, scaffolded instruction is provided to proficient students as they deepen their understanding of content areas in English.

14. 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?

At ALT, we follow a SETS model. Students are pulled out to receive SETS for one period a day according to their own IEPs. Special education teachers also push into the classroom and regularly meet and conference with teachers during Common Planning Time. Furthermore, all teachers include instructional models of RTI and UDL to support the learning of all students and ensure that each lesson includes multiple entry points.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

Science:				

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

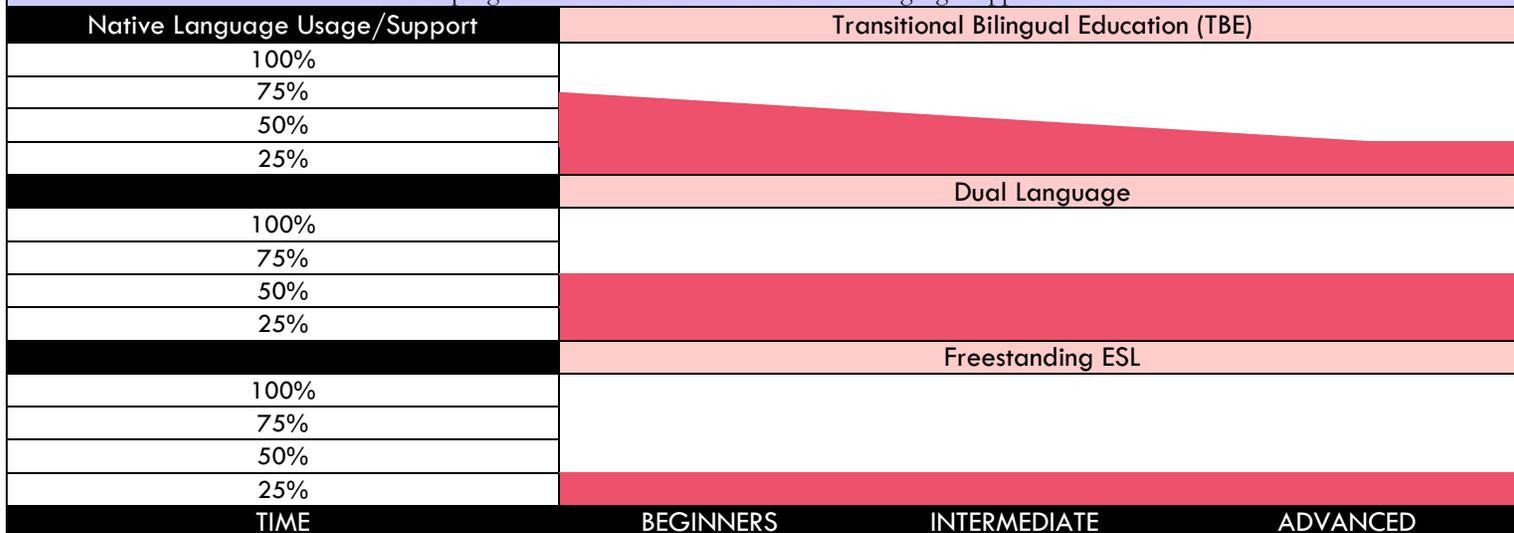
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

15. 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.

At ALT, we have several organizational models to deliver targeted intervention programs for ELLs. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL or TBE. Next, students with specific instructional needs are pulled out for small group instruction with certified instructors in all content areas. Several teachers also push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms. Students are scheduled in the allocated time for ESL and NLA classes with licensed teachers in all areas.

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

Our current program of TBE and freestanding ESL is meeting the needs of our students by providing choices according to data and language level. At ALT, we have a system of rigor that ensures all students are operating at the means of their needs. All teachers provide multiple entry points into content and ensure that student maintain a rigorous depth of knowledge. We have implemented a school wide writing system, with each grade focusing on different skills. In the 9th grade, students focus on paragraph writing structures. This can be applied to any content in any language. In the 10th, students focus on essay writing. This can also be applied to various contents in any language. In the 11th and 12th grade students begin to focus on extended writing. For numeracy, students have normed problem solving strategies that take place.

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

This year at A.L.T. will continue the implementation and development of its integrated technology courses offered through National Academy Foundation (NAF), supported by a Cisco certification program in Networking with CTE. In blended learning environments, students and teachers will use technology to expand upon our current applications of scaffolding and PBL (project/problem-based learning).

A one-week orientation for new ELLs is conducted every August at A.L.T. One-day orientations are also offered for students and parents throughout the spring. During these orientations, students and parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic comportment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online communication tools (school web site and grade/progress tracker). These skills are further developed with a series of workshops for parents offered by the parent coordinator and guidance office. Once students arrive in September, the 9th grade cohort, in particular, conducts a series of grade-level "town meetings" to further help the students understand the overall academic, college and career readiness expectations and daily routines (character development--7 values of success) of the school. For the most part, these meetings are conducted in Spanish so that students have greater access to the information.

We also have transitioned from using AIMS to Learning Targets. This ensures measurable learning of all aspects of a lesson.

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

n/a

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

As the overwhelming majority of students at A.L.T. are ELLs, there is little conflict between these subgroups and other students in our school. All students in recognized good standing are allowed to participate in after school athletic programs such as our basketball and baseball teams that belong to PSAL. Next year we hope to expand to include Volleyball, Cross Country, and Chess. During the day all students are programmed into art, technology, and language programs. After school music program is also available to all ELLs, supported, in part, by a grant that allowed us to purchase necessary instruments, equipment, and sheet music. Most students are also eligible for our enrichment program sponsored through Title III. This program, which meets after school and on most Saturdays throughout the year, allows students to experience several levels of hands-on academic learning and engagement via various fieldtrips, in-house seminars, and focused PBL learning experiences. Technology is provided in every classroom to support the instruction for ELLs. In particular, each classroom is fitted with a SmartBoard, computer with Internet access, and overhead

speakers to allow for enhanced auditory learning. Classroom libraries, organized by level are all present in each classroom. Most content area subjects are taught using bilingual textbooks or textbooks in the native language. If appropriate learning materials are not available, all teachers at ALT have access to two copy machines and an ample supply of copy paper so they can quickly reproduce materials that they have created to support instruction. Teachers work in collaborative interdisciplinary teams as well as content teams to come up with ways of amplifying and deepening material for ELLs. For example, our art and technology teachers often use their class time and materials to support learning that is happening in content areas such as science and history. Listening centers are used to give students opportunities to listen to instruction and/or read-alouds regarding their lessons in language and content area classes. This practice will be expanded to include podcasting with a newly purchased, school-wide set of iTouches, classroom computers, and other forms of technology support. This year all ELL students at A.L.T. will be provided with their own computers for instruction support. These computers will be housed in the same self-contained classroom as the students. Furthermore, the school will continue to provide ample chart paper, bulletin board paper, and additional supplies to teachers to ensure a print-rich environment for all ELL students. Professional development will also be given to all teachers so that they can use these instructional materials more effectively for the growth of their ELLs. For example, a small group of teachers will attend several professional development sessions in blended learning this summer and will support the remaining staff as they implement blended learning throughout the year.

All required services and support at A.L.T. for ELLs corresponds with their ages and grade levels (9th through 11th grade). In particular, the focus of instruction at A.L.T. is to make students "college and career ready," and this is kept in mind as we make all major decisions at the school. Social services, guidance, and parental support also correspond directly with student ages and grade levels.

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

At ALT, technology is embedded into all of our instruction. All teachers use the SMART board to make interactive presentations. Each grade receives a different technology class in order to prepare our students to be CTE certified. By the 11th grade, students are creating their own interactive presentations and are PowerPoint certified. Teachers are able to implement a wide use of UDL as the technology brings the presentations to life. Furthermore, all teachers have iPads that they use to provide additional scaffolding and support. For example, teachers will provide SIFE students or small groups with the iPad in order to look up information or see a different version of a text. Each classroom is equipped with lap tops for each student.

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

Classrooms are set up according to the LAB-R/NYSESLAT results. Students are arranged in both heterogeneous and homogeneous groups according to English proficiency and parental choice. Instructors differentiate by using different tasks, texts, and final products. In order to support native language for each program model, students are supported with periods of content instruction in their native language. Our TBE classes receive more of this time in the school day for this (2-4 periods). As students get older and begin to evolve through the programs, these native language supports are seen through specific and targeted interventions and pull outs as their classes are primarily in English.

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

As mentioned above, 9th and 10th grade students in the TBE model receive content support in their native language. 11th and 12th grade students receive targeted and specific intervention supports through pull outs. This corresponds to their ages, levels, and placement in the program model. The older a student is, the less native language support they need. This is reflected in the programming model of our school.

23. 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.

A three-week orientation for new ELLs is conducted every summer (July- August) at A.L.T. One-day orientations are also offered for students and parents throughout the spring. During these orientations, students and parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic comportment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online communication tools (school web site and grade/progress tracker). These skills are further developed with a series of workshops for parents offered by the parent coordinator and guidance office. Once students arrive in September, the 9th grade cohort, in particular, conducts a series of grade-level "town meetings" to further help the students understand the overall academic, college and career readiness expectations and daily routines (character development--7 values of success) of the school. For the most part, these meetings are conducted in Spanish so that students have greater access to the information.

24. What language electives are offered to ELLs?

According to student need and choice, blended online electives are offered through APEX learning. Students, after meeting eligibility requirements of credit and assessment data, can participate in enrolling in AP English or AP Literature courses. In these

cases, with seniors, students have the opportunity of participating in a class with a content teacher highly qualified to teach the course.

25. 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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

As all teachers at A.L.T. work primarily with ELLs, professional development for ELLs is on-going and differentiated depending on teacher experience and needs. First, the school offers a week-long in-house professional development week in August that focuses on scaffolding, tiered instruction, and language amplification for content area teachers. New teachers, in particular, are required to attend this conference; experienced teachers are strongly encouraged to attend. Throughout the year all teachers are offered support through Lesson Clinics with coaches, team leaders and/or administrators trained in ELL methodologies. For teachers new to ELLs, these clinics happen at least weekly; some teachers receive more attention if necessary. Experienced teachers meet periodically with coaches, team leaders, and administrators, but are generally supported and lend their experience through interdisciplinary Common Planning Time and in school-wide content meetings--to address topics around CCLS, Language Development, Quality Curriculum, Data, and Scaffolding strategies. All teachers are given several formal and informal observations each year from administration. When these observations occur, administration uses a "Walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations. All teachers meet daily in Common Planning Time and Content Team Meetings. During these meetings, teachers are given opportunities to brainstorm and work together on various issues regarding the ELLs in their classrooms. Together they create and monitor strategies for improvement. These heterogeneous teacher groupings give new teachers specific opportunities to interact with experienced ESL instructors. Through this informal interaction, new teachers have been known to quickly acquire many advanced skills needed to support learning for ELLs. Peer-to-peer observations also occur regularly at A.L.T. During these observations, teachers examine the way they are collectively meeting the needs of ELLs in their classrooms. Teachers often use the same walk-through tool that administration uses, but it may be modified by content teams to focus on a particular area of instruction. They observe and evaluate scaffolding techniques and other forms of differentiated instruction. After the mutual observations they confer to find ways to further enhance their instruction. Most literacy teachers of ELLs, as well as teachers in every content area, have attended a week-long training in QTEL, Quality Teaching of English Learners. Offered through the NYC DOE and West Ed, QTEL offers a variety of training sessions for ELL teachers in the foundations of quality ELL instruction for intermediate and beginner ELLs, as well as best-practices in content instruction for ELLs. Finally, to support our new NAF/CTE/Online Courses initiatives in technology, several teachers have attended professional development sessions in the area of instructional technology. These sessions occurred continue this summer and have culminated in the opening of our NAF Academy of Information Technology, our Cisco certification program through CTE, and our blended learning instructional program. Records are maintained. Each teacher is provided with a Professional Development Binder that contains records.

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?

Almost all of our students are ELLs or former ELLs, and their parents are actively encouraged to become involved at the school. Our parents are initially introduced to the school prior to the commencement of their child's first year through the intake Parent Orientation. Parents and students attend several orientation sessions, in fact, which outline the expectations of the school, as well as programs offered. Ongoing Parent Association meetings are conducted by our Parent Coordinator. Parents are represented on teams such as the School Leadership Team and are involved in initiatives such as NAF/CTE and in the Comprehensive Educational Plan. Parents who take a leadership role are sometimes invited to and attend staff retreats. Parent participation at our Parent-Teacher conferences is relatively high, usually around 75%. Parents are taught how and encouraged to monitor student progress through our online gradebook, TeacherEase; for additional communication they are given access to the school website. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. We partner with several agencies that provide support to our parents. Parents benefit from our relationships with Donar (Services for Latino Families), as well as Alianza Dominicana Inc. (Dominican Alliance), a community organization that offers family outreach, workshops, and other services to families. We evaluate the needs of parents through monthly meetings, surveys, mailings and other correspondence. The Executive Board of the Parent Association maintains ongoing communication with parents from each grade, and our guidance counselors, Mr. Bolivar and Ms. Alvarez along with Mr. Guzman and Ms. Solano, our support unit, communicate daily with parents and uses qualitative data to inform the topics of monthly parent workshops. As a result of this active engagement, we now offer evening ESL classes for parents. Ms. Alvarez, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. Every year, based on parent needs, we develop more support systems for parent-teacher conferences with full engagement from the Parent Executive Board. Mr. Bolivar and Ms. Alvarez, guidance counselors, offer trained translation services.

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: 09x365 School Name: Academy for Language and Technology

Cluster: IV Network: 402

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

Part A: Needs Assessment Findings

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

Because our school is for ELL families of Spanish background only, our data supports that the only language translation and interpretation services needed are from English to Spanish. This is verified by the Home Language Identification Survey given to all parents upon enrollment of our school.

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

The findings are that parents speak and need Spanish translation services orally and written. These findings are reported to the school community during teacher orientations. Teacher are made aware that if they need to communicate to parents there a number of resources, including the guidance counselors who are trained translators and interpreters.

Part B: Strategies and Activities

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

Written translation services in the school come mainly from teachers and school support staff. When a written document needs to be translated, such as letters and/or permission slips, teachers can do to certified bilingual teachers and/or secreterial staff. Written translation services are provided in house. There is a 1 day turnaround.

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

Oral translation services are immediate. Because most of our staff can communicate in Spanish, they are able to identify when a parent does not speak English and speaks Spanish. They can go to other in house teachers or staff that speaks Spanish or the guidance counselors.

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>.

Parents are provided with a translated version of the Bills and Rights of parents and all parents have access to a translator in hourse, either a tecaher or a guidance counselor.