

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1027	Total number of ELLs	151	ELLs as share of total student population (%)	14.70%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							1	1	1	1	1			5
Push-In							2	1	2	3	3	2	2	15
Total	0	0	0	0	0	0	3	2	3	4	4	2	2	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	40
SIFE	22	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	70

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	50	12	8	35	5	15	70	66	7	155
Total	50	12	8	35	5	15	70	66	7	155

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							26	30	29	23	20	5	5	138
Chinese														0
Russian														0
Bengali														0
Urdu								2	1		1			4
Arabic							3	2	2	1	1			9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	29	34	32	24	22	5	5	151

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)							11	9	12	4	3	0	0	39
Intermediate(I)							8	16	11	10	4		2	51
Advanced (A)							10	9	9	10	19	5	3	65
Total	0	0	0	0	0	0	29	34	32	24	26	5	5	155

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	6			28
7	30	2			32
8	23	5			28
NYSAA Bilingual (SWD)	2				2

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	18		9		2				29
7	33		3		1				37
8	8		7		1				16
NYSAA Bilingual (SWD)	2								2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	10		15		5				30
NYSAA Bilingual (SWD)	1								1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	20		3	
Integrated Algebra	25		6	
Geometry	8		2	
Algebra 2/Trigonometry	2			
Math _____				
Biology				
Chemistry				
Earth Science	8			
Living Environment	12		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	28		3	
US History and Foreign Language	13		7	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
 Our school is currently in its second year of the Middle School Quality Initiative (MSQI) and through this grant we administer the Degrees of Reading Power (DRP) assessment as a baseline, midline, and endline. The data on the ELLs demonstrates that the average for 6th grade is a forty one which translates to a fourth grade reading level. In 7th grade the ELLs are averaging a score of thirty nine which a grade level of 3.9, and in the 8th grade the ELLs are averaging a score of fifty one which translates to a fifth grade reading level. We have used this data to create Response to Intervention Tier II groups. The students have been grouped by DRP levels and receive small group instruction five times a week. In addition, we have targeted these ELLs to receive additional support through our ELL Academic Success Saturday Academy. In High School, our students completed baselines in all content areas. The data shows a significant gap between our ELLs and the general education students. We have programmed our high school students to receive push in services in content areas and we have designed the program to also have a self contained Global class where students need most support to pass the Regents.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 In regards to the data patterns, we have noticed that our students perform better in the upper grades. This is evident with the numbers we have in middle school versus the number of ELLs we have in high school. We also notice that most of our ELLs are from Spanish speaking countries and the ELLs that perform well on the Spanish LAB tend to perform better on the LAB-R as well. We have about the same number of ELLs with 0-6 years as we do in the long term category. However, most of our ELLs are advanced.
- 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](#))
 Paste response to question here:
- 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.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

Paste response to question here:

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

Our data specialist works closely with the ELL Supervisor and the Administration team to analyze data and determine next steps for our ELLs. We monitor student progress throughout the year and make changes to the program and/or curriculum as needed. To determine success we measure growth on the baselines to the endlines, on state assessments and on the progress reports.

Part IV: ELL Identification Process

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

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

1. The identification of new ELLs is conducted during the registration process. The Assistant Principal in charge of ESL (Margarita Rosa) and the ELL Coordinator (Shirine Andraws) work with the Pupil Personnel Secretary. The AP and the ELL Coordinator administer the HLIS and conduct the informal interview in English and the native language. If the HLIS indicates further testing, the ELL Coordinator, who is a certified teacher, then conducts the formal initial assessment. The LAB-R and the Spanish LAB is administered within the first 10 days of school. The ELL Coordinator also reviews the RLAT to identify those students who will continue receiving ESL services based on their NYSESLAT results. The students are clearly identified and placed into subgroups on ARIS and their information is cross referenced on ATS. This helps in the annual identification of the students during evaluation of ELLs using the NYSESLAT. here:

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. In order to help parents understand their program choices, the ELL Coordinator works with the Parent Coordinator to plan ongoing informational workshops. After the students are identified, letters are sent home to invite parents for an orientation. At the orientation parents are provided with all the information needed regarding the program choices. They are then given the program choice form to complete with the support of the Parent Coordinator, ELL Coordinator, and ESL teachers. The workshops are ongoing and the ELL Coordinator is always available for individual appointments if needed. The ELL Coordinator is able to communicate in English and Spanish. We have teachers on staff who speak Arabic and Chinese available for translation, if needed, for low incidence languages. If there are enough parents that request TBE or DL parents will be informed via phone calls and or letters will be sent home.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 3. The entitlement letters are sent out in September. We have included a return form, so that we have an entitlement letter file for each student in the ESL program. Our aides and Parent Coordinator work together on an outreach plan, phone calls are made and letters are sent home to remind parents to return the ESL forms. This also applies to those parents who do not return a Program Choice form. The returned forms are kept on file in the ELL Corrdinator office and a copy is placed in the student's cumulative record.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. After ELLs are identified, an instructional program is created for each student dependent upon their level of English proficiency. The students are provided with ESL services based on the CR-Part 154 and the parent's program choice. A placement letter is given to the parent and if the parent needs additional information a meeting is set up with the ELL Coordinator.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has been that the parents prefer a Freestanding ESL Program. Since we are a 6-12 school we do not have many newly registered ELL students, therefore most identified ELL students, already come to us with their previous program choice as that of Freestanding ESL. Our trends indicate that approximately 99% of parents prefer an English only program. Parent choice letters are also kept on file in the ELL Coordinator's office and a copy is placed in the student's cumulative record.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
 6. Currently, our school does provide the program of choice, which is Freestanding ESL. We have 4 ESL teachers to support the learning of ELLs in all content area subjects. Our parents have indicated that they would like their students to remain in a Freestanding ESL Program; therefore we have continued providing these services as push in and pull out models. During our professional development days and at the PTA meetings, parents are kept well informed of the ESL choices for their children. The Parent Coordinator (Alexandra Castro) works closely with the ELL AP and Coordinator to ensure that parent choices are being upheld. The parents are part of our Cabinet meetings where decisions and action plans are made to build alignment between parent choice and program offerings.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We have designed our program specifically to allow the mandated time for ESL. Since our school has a Freestanding ESL Program, we provide ESL as mandated by CR Part 154. In middle schools our beginner and intermediate students receive 5 periods of self contained ESL. These services are provided by 3 ESL teachers. The advanced students also receive 5 periods of self contained ESL and 2 periods of push in ESL. They are also programmed for 7 periods of ELA. The ESL services are provided by 3 ESL teachers. In High School we provide 5 periods of self contained ESL for Beginner, Intermediate, and Advanced ELLs. The intermediate and beginner students receive their additional mandated ESL through push in services in the content area classes. They are also programmed for their regular English classes needed as per their grades. These ESL services are provided by 2 ESL teachers.

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

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

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

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

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Our SIFE students are identified early on in the school year, so that lessons are differentiated and flexible grouping takes place in the classroom. These students are also identified as At-Risk and are provided with academic Intervention services (AIS), during the school day and during extended day activities. They are also part of the monitoring of Instructional Support Team (IST).

b. Our newcomers are also monitored through AIS and the IST teams. The newcomers are identified and provided additional support in an extended day program designed just for ELLs. We have purchased electronic bilingual dictionaries, and portable DVD

players to assist them in the content area classes. The teachers also provide a “buddy” student in all of their classes.

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

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

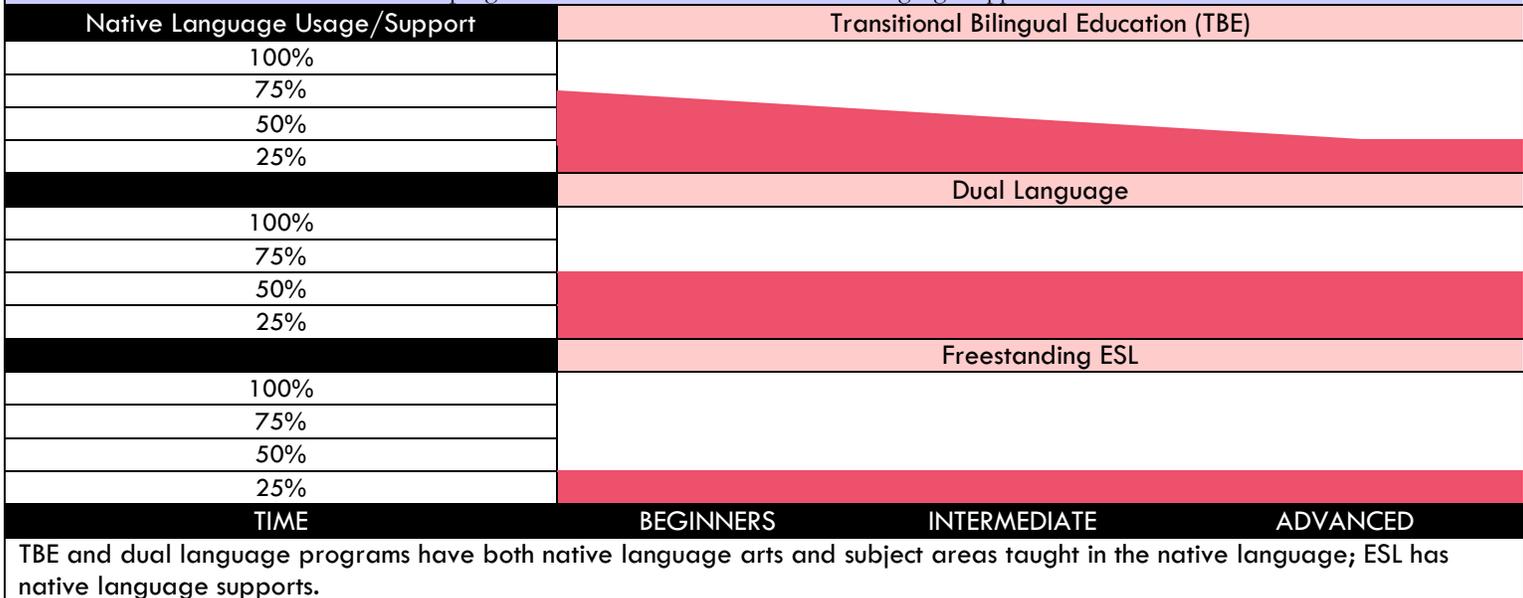
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



B. Programming and Scheduling Information--Continued

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. The staff receives ongoing professional development provided by the ELL Coordinator. Weekly common planning meetings provide opportunities for teachers to plan and share best practices, and most importantly articulate with non ESL teachers of ELLs. The staff is provided with opportunities for outside professional development through BETAC and professional development opportunities found on NYC DOE website and OELL opportunities. In addition to the ESL teachers, all staff members are trained in varied ELL workshops given throughout the year during professional development, after school, lunch and learn, and prep time.

2. As a 6-12 school, we have the opportunity to provide continuous professional development to our staff based on the staff member's needs. Our teachers and other staff are have ample opportunities during common planning periods, departmental meetings, and PLC's, to articulate best practices to support the transition from middle school into high school. We also work closely with our Guidance Department to ensure that all students receive the support necessary with the transition.

3. The minimum 7.5 hours of ELL training is provided on the designated professional development days, common planning time, and in the professional learning communities, which meet two times a week. The professional development included a history/background of Jose P., specific case studies and using RTI to determine interventions students receive.

4. Records of required professional development our included on our yearly PD Calendar and agendas/attendance are maintained in our pd PD binder.

D. Parental Involvement

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

1. We work closely with our Parent Coordinator (Ms. Castro), and the PTA to make sure that ELL parents are well informed and participate in the decision making for their children. Our parents participate in the summer orientation program where they are introduced to the school's policies. We have ELL parents represented on the School Leadership Team and they work closely with all members on the Comprehensive Educational Plan. Our continued support for our parents includes:

- Parent Orientations which begin in September
- Monthly follow up orientations as new students enroll
- Conferences- Parent Conferences – 3 in the Fall /Winter – and 3 Winter / Spring
- ELL workshop during the Parent-Teacher Conference nights and throughout the school year

Translation services are available are provided at PTA meetings, SLT meetings, Parent-Teacher Conferences and all workshops. Translation services are provided by either an outside agency or through bilingual staff including: teachers, secretaries, teacher aides, administrators and our parent coordinator, Ms. Castro.

2. Currently we working on developing a partnership with Children's Aid, a community based organization that will provide fun activities as well as workshops on parenting.

3. The evaluation of the needs of our parents is a process which begins with the analysis of the Learning Environment Survey. The parent information is analyzed and used to determine our support services and/or programs for our parents in the upcoming school year. The Parent Coordinator is also a member of our Cabinet Team which meets on a weekly basis. This is a school wide decision making team and the parent coordinator represents the voice of all of our parents. We have ongoing PTA meetings as well as the School Leadership Team meetings that also provide us with an abundance of information regarding the needs of the parents.

4. The results of our ongoing parental evaluations are used as the platform for parental involvement activities. The data gathered drives our activities, such as, the development of ESL classes for our ELL parents. We also are starting computer classes with the help a bilingual technology teacher. Our parents have also shown interest in hobbies and this year we have created Arts and Crafts workshops. These classes include jewelry making, craft making from recyclable materials, and fabric painting.

E. Additional Information

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

Paste response to question here:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Allen	Principal		12/10/14
Margarita Rosa	Assistant Principal		12/10/14
Alexandra Castro	Parent Coordinator		12/10/14
Maria Clemente	ESL Teacher		12/10/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Shirine Andraws	Coach		12/10/14
	Coach		1/1/01
Liliana Mora	Guidance Counselor		12/10/14
	Network Leader		1/1/01
	Other _____		1/1/01



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: IN-TECH ACADEMY

DBN (i.e. 01M001): 10X368

Principal: YVETTE ALLEN

Principal Email: YALLEN@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Yvette Allen	*Principal or Designee	
Marie Baker	*UFT Chapter Leader or Designee	
Margarita Hernandez	*PA/PTA President or Designated Co-President	
Carmen Cajigas	DC 37 Representative, if applicable	
Natasha Martinez, Cindy Pham	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Patricia Mullen	CBO Representative, if applicable	
Amanda Chansingh	Member/ Teacher/ SLT Chairperson	
Tyshawn Davis, Bridget Emsworth	Member/ Teachers	
Maria Goris	Member/ Parent	

Leticia Nochebuena	Member/ Parent	
Virginia Vargas	Member/ Parent	
Janice La Marche	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, a minimum of 15% of teachers will increase their proficiency rating on student engagement (Component 3C) by one level as measured by direct observation using the Danielson Framework rubric.

Comprehensive Needs Assessment

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

The following data were used :

- End of year (2013-2014) Professional Development Survey showed that teachers needed more PD on increasing levels of student engagement.
- The data from the MS & HS School Quality Guide between achievement gaps with students in our sub-groups.
- Data from teacher observations indicated that student engagement was an area of focus.
- Learning walk trends revealed a concern that student engagement was not consistent across classes.
- Quality Review feedback which indicated that the school needed to “sharpen depth of questioning, student discussion, and use of varied activities in order to enrich and promote student participation...”

Instructional Strategies/Activities

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

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

1. Professional Learning for classroom teachers on questioning, scaffolding and native language support
2. Professional Learning for classroom teachers in using data for lesson planning
3. Professional Learning for classroom teachers on using the Danielson Frameworks to improve planning for student engagement
4. Inter-class and Inter-school visitations
5. Professional Learning on incorporating Technology into classroom (ex. Achieve 3000, Castle Learning, SmartBoard)
6. Professional Learning on reading and writing strategies and reading strategies across content areas (ex. Word Generation, Reading Apprenticeship, Wilson, Tier Programming)
7. Professional Learning for entire staff on safety protocols including: BRT Procedures (Hard & Soft Lockdowns, Shelter-In Drills), Fire Drill procedures, Code Blue Drills and Rapid Dismissals

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

1. Teacher Team Leaders, Coordinators, Mentors, Assistant Principals, Network and District Support Staff
2. Data Specialist, Teacher Team leaders, Coordinators, Assistant Principals, Network and District support staff
3. Teacher Team Leaders, Coordinators, Assistant Principals, Network and District Support Staff
4. Teacher Team Leaders, Coordinators, Assistant Principals, Network and District Support Staff
5. Teacher Team Leaders, Coordinators, Assistant Principals, Network and District Support Staff
6. Teacher Team Leaders, Coordinators, Assistant Principals, Network and District Support Staff

7. Teacher Team Leaders, Coordinators, Assistant Principals, Network, District Support Staff, BRT Leader and BRT Team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Determine the usage of supporting strategies for student engagement including different types of questions, scaffolds and native language support after learning walks in December 2014 and in March 2015 2. Implement usage of data in lesson planning after Baseline, Midline, and Endline assessments 3. Determine that instruction effectively aligns with the Danielson Frameworks to include various strategies to increase student engagement after teacher observations in December, February, and April 4. MS Tier Reading Groups 5. Achieve 3000 benchmarks 6. Feedback regarding Professional Learning through MSQI partnerships 7. Completing compliance checklist items for Safety Drills, Fire Drills and BRT Drills
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Beginning September of 2014 and ending in June 2015 2. Beginning September of 2014 and ending in June 2015 3. Beginning September of 2014 and ending in June 2015 4. Beginning September of 2014 and ending in June 2015 5. Beginning September of 2014 and ending in June 2015 6. Beginning September of 2014 and ending in June 2015 7. Beginning September of 2014 and ending in June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Pedagogical practice will be supported by the Teacher Teams Leaders (who meet twice a month), weekly Teacher Team meetings, Academic Achievement Specialist meetings and Coaching from MSQI & Reading Apprenticeship Program 2. Use of data to guide instruction will be supported by the Data Specialist, Programmer and Teacher Team Leaders 3. Use of Danielson Frameworks will be supported by the Principal and Assistant Principals during the observation process, departmental and grade meetings 4. Inter-class visitations are supported by the Principal, Assistant Principals, Instructional Cabinet 5. Professional Learning will be provided on the following technological programs: Achieve 3000, Castle Learning, Smart Notebook Software for SmartBoards and Math XL 6. Reading & Writing strategies will be reinforced by Professional Learning in the Strategic Reading Toolkit, Code X, Reading Apprenticeship, Word Generation and Wilson Just Words 7. Monthly Safety Meetings, Regular BRT Meetings, Custodial Meetings and Faculty Conferences to disseminate proper protocols in maintain a safe school environment that supports a positive school climate
<u>Strategies to Increase Parental Involvement</u>
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Monthly PTA meetings provide information on strategies to use with students at home, based on content area.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

To improve student achievement and academic rigor, by June 2015, we will obtain a 10% increase in the number of Cohort S students in the lowest third who achieve 10+ credits in their second year of high school as measured by the results of their midterm and final examinations as indicated on their official transcripts.

Comprehensive Needs Assessment

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

High School students progress is measured by the accumulation of credits and the passing of Regents exams. Students in each grade should accumulate 10 credits. Eight credits must be in their core subjects in order to remain on track for graduation. An analysis of cohort data indicated that students in the lowest third were not accumulating credits at a high enough rate that would keep them on track for graduation. An analysis of course by course passing rates indicated that credit accumulation is an area of focus.

Instructional Strategies/Activities

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

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

1. Programming and Monitoring student progress for parents and students via the PupilPath
2. Counseling all students and students who are struggling learners (SP ED, ELL and Students in the Lowest Third).
3. Rigorous and Differentiated instruction

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

1. Principal, Programmer, Assistant Principals, Counselors, Students, and Parents
2. Guidance Counselors, ELL Teachers, Special Education Teachers and teachers of general education programs
3. Principal, Assistant Principal, Academic Intervention Specialists, Teacher Team Leaders, Mentors, Model Teachers, Network & District Support Staff

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

1. Student progress will be evaluated in an on-going manner with guidance intervention and re-programming as necessary
2. Teachers will evaluate student progress on an ongoing basis. Additional analysis will be based on marking period grades
3. Teachers will reflect on Scholarship Data and modify instruction to improve student learning

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

1. Implementation will be on-going with guidance interventions as needed
2. Implementation will be on-going with Special Education and ELL Teacher interventions as needed and guidance referrals when necessary
3. Implementation will be on-going with teacher reflection and evaluation of student progress at the end of each marking period

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

1. Counseling, Academic Support Center Team interventions, PupilPath for communication, Credit recovery and Distance Learning programs.
2. Push In and Pull out ESL Services, SETSS Programs, Integrated Co-Teaching programs, Academic Support Center, Regents Prep Classes

and Academic Counseling

3. Professional Learning Agendas, Teacher Team Meeting Agendas, Network Achievement Specialist Reports, Mentoring and Model Teacher Reports, Classroom Observations

Strategies to Increase Parental Involvement

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

- Parents will monitor progress utilizing the PupilPath program
- Parents will be kept informed of academic requirements via “Meet the Teacher Afternoon” / “Student Portfolio Showcase Afternoon”, PTA curriculum meetings, IEP meetings, Parent/Teacher Conferences, parent phone calls, emails, and conferences as needed

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

In order to improve academic rigor in the middle school, by June 2015, 45% of the 7th grade students in the lowest third will gain three points (which is equivalent to a years growth) as measured by Degrees of Reading Power (DRP) assessment

Comprehensive Needs Assessment

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

There are 50 students in lowest third in grade 7. The average score of students in lowest third on the DRP baseline was 45 as compared to _____ number for other students indicating an area of concern based on DRP data from 2013-2014

Instructional Strategies/Activities

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

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

1. Students will be programmed for Response to Intervention (RTI) via the Tiered Instructional Program.
2. Teachers engaged in the Middle School Quality Initiative (MSQI) Reading Apprenticeship program for reading in the content area pedagogy
3. Teachers working with the interdisciplinary Word Generation Program that builds students Tier 2 vocabulary knowledge

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

1. Principal, Assistant Principals, Guidance Counselors, Programmer, Network Achievement Specialists, MSQI coaches ELL, Special Education and RTI teachers
2. Principal, Assistant Principals, Guidance Counselors, Programmer, MSQI Coach, Reading Apprenticeship Coach, Content Area Teachers
3. Principal, Assistant Principals, All Middle School Teachers of English, Mathematics, Science and Social Studies

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

4. Students are grouped based on their individualized learning needs (SPED / ELL) or homogenously based on DRP scores in October 2014
5. Teachers will continue to evaluate Scholarship Data as they engage in professional learning provided by the Reading Apprenticeship Coordinator and Coach
6. The 7th Grade Teacher Team will continually evaluate student writing samples from the Word Generation program to evaluate student proper use of Tier 2 vocabulary

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

1. DRP Baseline, October, 2014
2. DRP Midline, January, 2015
3. DRP Endline, June, 2015

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

1. ESL, Special Education and RTI teachers will provide focused instruction using the appropriate methodologies and guided by the Strategic Reading Toolkit. Students will also be programmed for ELL Extended Day activities and Saturday Prep Academy
2. Professional Learning and coaching support for content area teachers engaged with the Reading Apprenticeship Program. This team will

also meet each month to support implementation

3. The 7th Grade Teacher Team will support and analyze student progress via the Word Generation program and MSQI Coaching support

Strategies to Increase Parental Involvement

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

- Parents will receive letters detailing their child's progress on the DRP exams and strategies to support good reading habits
- Parents will monitor progress utilizing the PupilPath program
- Parent conferences regarding academic progress via "Meet the Teacher Afternoon" / "Student Portfolio Showcase Afternoon", PTA curriculum meetings, Parent/Teacher Conferences and parent phone calls, emails, and conferences as needed

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 100% of teachers will have improved their teaching practices identified as needing improvement from administrators' observation feedback as measured by a minimum of 5% increase in student outcomes on formative and summative assessments by engaging in focused inter-visitations, administrative, peer to peer feedback as measured by teacher observation data.

Comprehensive Needs Assessment

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

- HEDI ratings from previous school year indicated that no teachers achieved a highly effective rating signaling the need for improvement in teaching practices.
- Learning Walks by administrators, coaches and cabinets documented the need for improvement teaching practices
- Observation data also indicated a need for improvement in various Danielson components for teachers, signaling the need to create a focused peer observation protocol.
- Network Achievement Specialist feedback identified specific areas for improvement for a variety of teachers

Instructional Strategies/Activities

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

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

1. A focused teacher observation documentation form
2. Inter-class, Inter-school visitation schedules, Learning Walk Schedule and Teacher Team Schedule
3. Observation schedule with benchmarks

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

1. Principal & Assistant Principals
2. Teachers, Instructional Cabinet , Teacher Team Leaders, Data Specialist, Network Achievement Specialist & Personnel, District Talent Coach
3. Instructional Cabinet, Teacher Team Leaders, Data Specialist, Network Achievement Specialist & Personnel, District Talent Coach

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

4. Monthly Benchmarks throughout the school year
5. Target individual teacher needs
6. Teacher Scholarship Data Reflections

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

1. Beginning September of 2014 and ending in June 2015
2. Beginning September of 2014 and ending in June 2015
3. Beginning September of 2014 and ending in June 2015

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

1. Advance Web Portal
2. Inter-visitation feedback forms and Teacher Team Google domain
3. Observation Spreadsheet

Strategies to Increase Parental Involvement

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

- PTA members will be invited on Learning Walks
- Parent Coordinator on Learning Walk Team
- Learning Environment Survey
- Parent Focus Groups

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

In order to improve student achievement and regular communication with families, we will have 70% of parents/guardians registered and using PupilPath by June 2015 as measured by Pupil Path usage report generated weekly.

Comprehensive Needs Assessment

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

- An examination of PupilPath Parent Data regarding registration and usage indicated that only 40% of parents were register and using this system to monitor the academic progress of their child.
- The Learning Environment Survey indicated that parents were interested in greater involvement, in monitoring students' attendance and academic achievement.

Instructional Strategies/Activities

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

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

1. Training of key personnel
2. 6 - 10 PupilPath Parent Workshops /Conferences
3. On-going assessment – PupilPath registration reports

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

1. Parent Coordinator, School Counselors, Technology Coordinator/MOUSE Squad, PTA Executive Board/Parent Volunteers, Deans, Teachers, and CBO Education Specialist will provide professional learning opportunities at Departmental Meetings, SLT Meetings and Teacher Team Meetings
2. Parent Coordinator, School Counselors, Technology Coordinator/MOUSE Squad, PTA Executive Board/Parent Volunteers, Deans, Teachers, and CBO Education Specialist will have parent workshop/conference at PTA Meetings, Parent Classes, Guidance Meetings and Parent/Teacher Conferences
3. Parent Coordinator, School Counselors, Technology Coordinator/MOUSE Squad, PTA Executive Board/Parent Volunteers, Deans, Teachers, and CBO Education Specialist will get reports regarding the number of parent/guardians that have registered for Pupil Path. This will be provided at Guidance Meetings, Instructional and Administrative Cabinet Meetings, Teacher Team Meetings, SLT Meetings, Faculty Conferences and PTA Meeting

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

4. Professional Learning agendas, sign-in sheets and feedback sheets will be used to evaluate the progress and effectiveness of the training
The impact will be an increase in the number of parents registering and using PupilPath to monitor their child's academic progress
5. We will have the following evidence to evaluate our progress: parent workshops/conference agendas, sign-in sheets, parent phone logs, and emails

6. PupilPath reports will be used during professional learning, parent workshops/conferences and staff meetings to review our progress. We will also conduct Parent Focus Groups and receive feedback from Parent Conferences, PTA and SLT Meetings

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

1. Beginning September of 2014 and ending in June 2015
2. Beginning September of 2014 and ending in June 2015
3. Beginning September of 2014 and ending in June 2015

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

1. Training of key personnel at Guidance Meetings, PTA & SLT Meetings. Technology Coordinator/MOUSE Squad will provide support and assist parents with registering on PupilPath
2. Registration of Parents at PTA Monthly Meetings, Parent-Teacher Conferences, Guidance, Deans, Parent Coordinator meetings
3. PupilPath registration data will be reviewed at monthly Instructional Cabinet meetings, Weekly Guidance Meetings, AIS, SLT and Teacher Team Leader Meetings

Strategies to Increase Parental Involvement

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

All plans listed above are aimed at increasing parental involvement on a daily basis in our school

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000 Castle Learning AIS Raising the Bar Saturday Prep Academy MS Tiered Program ELL Academic Success Program Regents Prep classes	Small groups Enrichment classes Tier classes	Before school After school During school Saturday Prep Academy
Mathematics	Achieve 3000 Castle Learning AIS Raising the Bar Saturday Prep Academy MS Tiered Program ELL Academic Success Program Regents Prep classes	Small groups Enrichment classes Tier classes	Before school After school During school Saturday Prep Academy
Science	Achieve 3000 Castle Learning AIS Saturday Prep Academy	Small groups Enrichment classes Tier classes	Before school After school During school Saturday Prep Academy
Social Studies	Castle Learning Achieve 3000	Small groups Enrichment classes Tier classes	Before school After school During school Saturday Prep Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual & group counseling	Individual & group counseling	Before school After school During school

			Saturday Prep Academy
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Strategies & Activities for Recruitment

- Hiring fairs
- Outreach to colleges and universities
- Student Teachers from local colleges
- Teaching Fellows Program

Strategies & Activities for Retention

- Staff Surveys
- Sunshine Committee
- A conversation between faculty and administration based on preference sheets
- Mentors/Buddies for all first and second year teachers

Strategies & Activities for Assignments

- Teachers assigned to teach subjects/classes in their specific license
- BEDS survey
- Opportunities for teacher leadership roles in school

Strategies & Activities for Support including Highly Qualified Professional Development

- Consultants from network and from local colleges and external organizations
- Network support for teacher teams and individual teachers
- Mentoring Assignments
- Teacher led Professional Learning

High Quality and Ongoing Professional Development

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

All staff members participate in school wide professional development with a focus on the CCLS. MS ELA & Math teachers have received Professional Learning on CCLS and the new curriculum Code X and CMP3 with integration of NY Engage Modules

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are used to support the following:

ELA and Math Coach

- classroom technology and software purchase and maintenance (SmartBoards, Elmo, laptops, i-pads, printers and printing supplies)
- PD sessions
- Parent/community outreach and events
- F-status teacher(s)
- ELL programs texts and software
- texts and resources that are grade appropriate and part of the 'staircase of complexity' continuum toward college and career readiness.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

In August, members of the MOSL Committee attended professional development regarding selecting local assessment for our school. Our entire MOSL Committee, which consisted of the Principal, teachers, Data Specialist, UFT chapter leader, and administrators, selected the local assessments for the school.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

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

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

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

**Parent Involvement Policy (PIP) for
IN- Tech Academy/ MS/HS 368**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an

annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 10X368

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	\$862,984.98	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$16,652.00	X	See action plan
Title III, Immigrant	Federal	\$1,464.00	X	See action plan
Tax Levy (FSF)	Local	\$5,037,841.00	X	See action plan

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X368 School Name: IN-Tech Academy

Cluster: 5 Network: Lynette Guastaferrro

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

Part A: Needs Assessment Findings

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

We use ATS language report, Emergency Blue Cards and parent survey's to determine the dominant language to provide school documents translated. Translation is provided in house by the parent coordinator and other staff members. Translation is provided also by Legal Interpreting Services. Any notices are sent via backpack with the students, is posted on our website and given to parents via school messenger or Pupil Path which automatically translated in parents language.

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.

Accoring to the ATS report approximatley 78% of families are spanish speaking. Parents have been notified of tranlsation provided through the SLT meetings, PTA meetings and during parent/teacher conferences.

Part B: Strategies and Activities

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

Translation is provided in house by the parent coordinator and other staff members as well as Legal Interpreting Services (outside vendor). School notices are sent via backpack with the students, is posted on our website and given to parents via school messenger.

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

Oral interpretation is provided for parent/teacher conferences, parent/teacher meetings, orientation, PTA meetings/workshops, SLT and school event throughout the school year. Oral interpretation is provided by the parent coordinator, school personell, parent volunteers as well as legal interpreting services (outside vendor).

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: IN-Tech Academy	DBN: 10X368
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: 150
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: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III middleschool program will be held afterschool starting November 18th. The middleschool ELL Academic Successs program will meet every Tuesday & Thursday from 3:30 PM-5:00 PM. The High School ELL Academic Success program will meet every Wednesday & Thursday from 3:30 PM-5:00 PM. All middle school ELL students will be invited to participate and encouraged to attend every week. The program will focus on English and Math skills, as well as Science and Social Studies during the exit project timeframe. The student's level of English proficiency will determine the type of instruction they will receive. The newcomers/beginners will participate in an intensive English program using Scott Foresman ESL books and they will also use various websites such as A4ESL.org to practice English skills. The intermediate and advanced students will work on ELA and Math skills. We will use resources such as NYReady, COACH, Achieve 3000.

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

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

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

Part C: Professional Development

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

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

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

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

We will also send the teachers to outside PD sessions offered through Network, Cluster and others. Teachers will complete PD feedback forms and turnkey PD to other teachers through Lunch & Learns, Teacher Team meetings, faculty and departmental meetings.

In addition to these trainings, our teachers are all participating in the school Professional Learning Communities where they are involved in Inquiry work that includes professional development in areas of need.

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$ _____

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