

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K618

School Name:

ACADEMY OF INNOVATIVE TECHNOLOGY

Principal:

CYNTHIA FOWLKES

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Academy of Innovative Technology HS School Number (DBN): 19K618
9-12
Grades Served:
School Address: 999 Jamaica Avenue
(718) 827-2469 (718) 827-4013
Phone Number: Fax:
School Contact Person: Meghan Lynch, AP Email Address: (718) 827-2469 ext. 3051
Principal: Cynthia Fowlkes
Raul Toloza
UFT Chapter Leader:
September 2015
Parents' Association President:
Meghan Lynch
SLT Chairperson:
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Everil Garcia
Julia Bell
Student Representative(s):
Jason Castro

District Information

District: 19 Superintendent: Donald Conyers
335 Adams Street Brooklyn, NY 11201
Superintendent's Office Address:
dconyer@schools.nyc.gov
Superintendent's Email Address:
(718) 923-5124 (718) 241-9223
Phone Number: Fax:

Borough Field Support Center (BFSC)

BFSC: Alexandra Anormaliza Director:
131 Livingston Street, Room 609
Director's Office Address:

aanorma@schools.nyc.gov

Director's Email Address:

(718) 935-5618

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meghan Lynch	*Principal or Designee	
Raul Toloza	*UFT Chapter Leader or Designee	
Everil Garcia and Malaika Henry	*PA/PTA President or Designated Co-President	
Eduardo Martinez	DC 37 Representative (staff), if applicable	
Everil Garcia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Julia Bell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jason Castro	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cynthia Fowlkes	Principal	
Robert Constant	Teacher	
Ms. A. Matos	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. E Garcia	Parent/Co-chair	
Ms. M. Henry	Parent	
Ms. J. Campo	Parent	
Ms. M. Babel	Parent	
Mr. L. Temple	Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission

The Academy of Innovative Technology High School provides a foundation and pathway on which students can build their academic successes and triumph over their challenges. Our innovation lies in exploring inventive ideas, perspectives, and strategies; incorporating technology into the learning process; and presenting opportunities for students to grow as lifelong learners and active citizens.

As graduates, AOITHS students will be open-minded, believe in taking risks, learn from their mistakes, and participate in shaping their intellectual behavior thereby realizing their own potential and responsibility for bringing change to their communities and to the global society.

Our Shared Belief : Every child, in every classroom with every teacher has the ability to learn. Therefore:

- In an increasingly fast-paced competitive world, students need to ask important questions and solve real-world problems concerning technological advancements, the constant changes within the global economy; the community, and the environment while making strong connections to high school academics. Thus, theory, use of technology and direct application are integrated into every student's program of study.
- To respond to the high national dropout rate of urban students, the school provides a holistic personalized educational environment that works on the development of students' life skills, habits of reflection and individual vision for a better future. We do so through Youth Development Empowerment Program (YELP, mentoring and projects, within the school and beyond.
- In order to develop the leadership capacities that successful employees of the future will need, the school's instructional program and cultural activities will help students take responsibility for their own learning by setting goals, working in teams, developing individual portfolios, reflective journals and logs, participating in leadership workshops, having field-based experiences, participating in career and college awareness activities.
- To meet the demands of a fast paced quick response society the school fosters high expectations and provides multiple support systems that will support students to cultivate their inner-strengths and confidence.
- To demonstrate that they are the best and most qualified to enter any institution whether it is a college, a technology apprenticeship, or a corporation - students are taking academically rigorous course work and technology classes that ends with industry certification exams. These learning opportunities enable students to build academic and technical skills needed to be accepted in apprenticeships, or post-secondary institutions.
- To be a truly well-rounded individual connected to urban and global life, students need cultural activities that are academically and creatively structured involving art, music, museums that cut across all segments of the community, so the school provides these experiences for students.

Key Areas of Success in the Framework for Great Schools (FGS)

Collaborative Teachers

This past school year the approach of building a collaborative culture within the school was a major focus. The intended outcome came to fruition as throughout the school year, teachers worked within an atmosphere of collegiality, trust and a shared belief of obtaining academic success for all students, as evident of the following initiatives and data:

1. The school's theme of "the power of collaboration" was developed by teachers. The theme set the tone throughout the school year whereby:

a. 95% of teachers actively participated in one or more school activity such as: professional inquiry teams: Judith Hochman Basic Writing collaborative, Digital Ready, Samsung Smart Solutions and, or a2i;

b. Teachers volunteered to become content or grade team leaders;

c. Some teachers volunteered to join organizational teams such as Safe and Secure, Pupil Personnel Support or School Leadership, etc.

2. During the spring semester the school leader and assistant principal worked collaboratively with teachers in order to help move them towards building a sense of efficacy in obtaining higher academic achievement from their students. Teachers thereby, agreed to work on developing learning objectives that were engaging, relevant and meaningful to their students. Thus, through this effort it was observed that a systemic change happened at AoIT; whereby, teachers started to engage differently within each of their grade teams and with each other. They began to share ideas, knowledge, and teaching techniques, and they participated in developing school-wide rigorous grade level interdisciplinary curriculum projects (ICP). The teachers and students generated essential questions for each grade level. They were:

1. 9th Grade EQ: How do we protect ourselves from the bacteria we are exposed to in everyday life?

2. 10th Grade EQ: How does inequality inspire me to contribute to my country?

3. 11th Grade EQ: Does the death penalty provide fair and effective justice for society and the families of victims?

4. 12th Grade EQ: How do we maintain a healthy lifestyle?

The ICP was a success! Here is one commentary from an ELA teacher, as he states:

"As a teacher who participated, I can honestly say that my students greatly benefited from the experience. In fact I believe that my students did some of the best work that they have done all year during the course of the project and the subsequent related writing assignment.... I believe that this project worked so well because of the extensive collaboration involved in its planning and execution. My grade team worked very closely to create stimulating and informative lessons based upon real world issues. I also feel that the timeline of the project contributed to its success. We allowed students time to evaluate a single topic through multiple disciplinary lenses over several days, achieving much greater depth of understanding than can be achieved in a traditional classroom setting. This depth greatly enhanced student engagement and led to a more powerful comprehension of the topic."

3. The student data outcomes were: Attendance increased by 10% with the overall student population by 30% with students who have low attendance. Teachers' attendance was 100% during the entire time of planning and implementation of their projects; an increase of 24% in the ELA Regents exam scores when comparing to the June 2014 ELA exam score of 58.57% versus the June 2015 exam score of 82.76%

Effective School Leadership

The principal, Cynthia Fowlkes believes in transformational leadership by helping teachers find their professional growth and personal aspirations, so they in turn, can help their students transform into becoming successful human beings within our global society. Therefore, establishing effective instructional and organizational structures within the school has enabled key stakeholders such as the assistant principals, Ms. Lynch AP of Instruction, Ms. Baldwin Part-time AP of Operations, grade and content lead teachers, guidance counselors, programming chair, lead dean, inquiry team leaders and industry partners to work collaboratively for the purpose of obtaining academic success for all AoIT students. To this end, the shared collaborations lead to several successful initiatives which garnered an overall graduation rate of 80% (by August 2015), and an overall Effective School Leadership Positive Response rating of 88%, as indicated in the 2014-2015 NYC School Survey report. The following highlights a few of the initiatives that lead to the two articulated successes:

1. To support teachers in becoming highly effective within their classrooms, a systemic approach of having one-on-one conversations that are driven by the Danielson framework rubric and data analysis of student outcome always takes place at the beginning, middle and end of each school year. These conversations provide opportunities for teachers to share their student data, instructional planning and focus. Furthermore, the conversations help to establish common language around the Danielson Rubric when discussing formal and informal observations with teachers. Thus, teachers have developed a sense of trust and support from their principal and assistant principal, as evident of receiving an overall response rating of 92% from the element of Trust as indicated in the 2014-2015 NYC survey report.
2. All instructional and organizational systems are developed based on data including but not limited to credit accumulation, scholarship data, Regents' pass rate analysis, progress to graduation and student attendance.
3. The development of key teams that are structured vertically and horizontally across the school community, such as: Content and grade teams; attendance Intervention; accreditation committee; safe and secure; collaborative inquiry; literacy; college access; guidance and advisory board. These teams are helping to create a school culture of high expectations, standards and collegiality.
4. The building of trust amongst and between the school leader, administrators, teachers, parents and students as evident of obtaining a 94% positive response rating in the 2014-2015, NYC School Survey Report.

Key Areas of Focus: Rigorous Instruction

Classroom practices and routines support our belief that every child, in every classroom, with every teacher has the ability to learn. Therefore, each year content teams meet with the principal and assistant principal during the month of August to review, discuss and modify each teacher's curriculum map, Understanding by Design units and lesson plans. This process helps to prepare teachers for the start of the school year. However, there is a need for the school to dive deeper into understandings of our teaching and learning practices so that 85% of our students can graduate with the college and career readiness skills that they will need to be successful during their post-secondary education or career pursuits. In addition, the school's college and career benchmark data indicates that only 25% of our students are graduating from AoIT with such skills. Therefore, as a school community that truly believes in and, has demonstrated the belief of -- collaboration, we have decided to establish an "AoIT Tenets of Rigorous Instruction Framework." The Framework will define our beliefs about rigorous instruction: what is it? What does it look like in the classroom? How can the Framework help us improve student achievement for all students including special needs ELL and SpEd student populations? How do we know it is in alignment with the Chancellor's Element of Great Schools Framework: Rigorous Instruction and the Quality Review Indicator of Instructional Core Across Classrooms? These are the questions that we will have to answer, develop and implement during the 2015-2016 school year. Therefore, we have developed a school goal of:

By June 2016, 100% of teachers will have incorporated within their classroom instruction at least 80% of AoIT's Tenets of Rigorous Instruction Framework.

19K618 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	412	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	22
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	26
School Composition (2013-14)					
% Title I Population	72.3%	% Attendance Rate			79.5%
% Free Lunch	74.1%	% Reduced Lunch			6.4%
% Limited English Proficient	10.7%	% Students with Disabilities			23.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			43.6%
% Hispanic or Latino	45.9%	% Asian or Native Hawaiian/Pacific Islander			6.6%
% White	1.6%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	5.3%	% Teaching Out of Certification (2013-14)			37.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.46
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	56.1%	Mathematics Performance at levels 3 & 4			50.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.6%	% of 2nd year students who earned 10+ credits			80.2%
% of 3rd year students who earned 10+ credits	70.2%	4 Year Graduation Rate			67.0%
6 Year Graduation Rate	73.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Based on an analysis of students’ 2013-2014 & 2014-2015 Measure of Student Learning (MoSL) scores it was established that there is evidence of continuing growth on the NYC Performance Task (ELA MoSL) toward proficient (3) across all grade levels.

However, compared to our peer index (Network) we are averaging 42% correct as compared to other schools in our Network. Therefore, it was decided that a goal directly aligned to students’ improved outcomes on the MoSL would further support the development of our school community.

- **Strength Areas:** A comprehensive plan for professional development, as aligned to the NYC MoSL and the common core standards, was designed over the past 3 years & included literacy across the curriculum professional development series that focused on infusing writing across all content areas and subjects. This included targeting a select group of students who would be strategically tracked and assessed periodically throughout the school year to target the skills students needed to master in each grade. Grade Teams then analyzed this data and chose one high leverage skill that they would teach across their grade level throughout the school year.
- **Growth Areas:** Strategically use the BOY (beginning of year) assessment to track the growth and progress of students. As well, be more concise with the tracking of data to be sure the goal is met by Spring 2016. This includes assigning students to specific students and have beginning, middle, and end of the year conversations with these students to set writing goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 80% of all students in grades 9-12 will show evidence of increasing one level in 2 or more traits as aligned to the NYC DOE ELA Performance MOSL rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Spring/Summer 2015</p> <ul style="list-style-type: none"> • Review the 2014-2015 writing survey that students in grades 9-11 completed. Analyze the data as aligned to the Spring 2015 MoSL assessment & high leverage skills. • Establish THREE high leverage traits that we will focus on as a school this year. • Align each high leverage trait to our school wide common core standards 	<p>Ms. Lynch & Ms. Stahl , Literacy Team Hochman Team</p>	<p>Spring-Summer 2015</p>	<p>Ms. Stahl and Ms. Lynch</p>
<p>. July 2015</p> <p>Establish our literacy across the curriculum professional development plan as aligned to our reading and writing program for the school year 2015-2016</p>	<p>Ms. Lynch, Ms. Stahl and Literacy Team</p>	<p>July 2015</p>	<p>Ms. Stahl & Ms. Lynch</p>
<p>September 2015</p> <ul style="list-style-type: none"> • For students who were previous tracked in the 2014-2015 school year create a targeted action plan for each student which includes students in the sub-groups, ELLS and SpEds. Next, list the specific MoSL skills we will target for each student along with an action plan to pass along to Grade Teams. • Assign each student chosen to track on each grade level (apprx 7-9) to one member of the Grade Team who will be in charge of tracking the data for that particular student throughout the school year, 2015-2016. This will include the following: o 3 meetings per year with the student (s) to set goals. 	<p>9-12 Grade Teams</p>	<p>Fall 2015</p>	<p>Ms. Stahl and Ms. Lynch</p>

<p>o Communication with the parents at least 3x per year.</p> <p>o Collection and analysis of student work</p>			
<p>October 2015</p> <p>Administer the beginning of the year MoSL assessment to all students in grades 9-12.</p> <p>November 2015</p> <ul style="list-style-type: none"> Analyze BOY data in Grade Teams and review BOY goals set with each student tracked. Communicate to parents how students scored on the MoSL. <p>Revise professional development calendar to ensure that it is directly in line with the BOY data.</p> <p>November-December 2015</p> <p>Set up a time for each teacher to meet with the student he/she has been assigned and set new goals (or revise) as aligned to the THREE MoSL skills we have identified for the student to master by June 2016.</p> <p>January – February 2016</p> <ul style="list-style-type: none"> Mid-Year MoSL Assessment (January)- administer the mid-year MoSL assessment only to our targeted population of students (SPED, ELLS, Gen Ed) chosen by Grade Teams. In February, review data and set new goals for students (student teacher conference #2). Revise MoSL professional development calendar if needed based on student and Grade Team needs. <p>May 2016</p> <ul style="list-style-type: none"> Final Assessment (May)- review data and see if students met goals (student teacher conference #3). <p>Analyze the students' progress in Grade Teams (individual and large group), reflect on goals, and plan for next year.</p>	<p>All Teachers</p> <p>All Teachers</p> <p>All Teachers</p> <p>Grade Teams</p> <p>Grade Teams</p>	<p>October 2015</p> <p>November 2015</p> <p>November-December 2015</p> <p>January – February 2016</p> <p>June 2016</p>	<p>Ms. Stahl and Ms. Lynch</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Session- after school professional development & literacy team planning time.
- Circular Six Meeting Time- during school collaboration.
- Data analysis training (School Net).
- Writing programs (online).

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- October 2015, all students (9-12) will take the baseline ELA MoSL Performance exam.
- In January 2016, all students will take their mid-year ELA Performance MoSL exam to determine their growth based on the October 2015 administration of the exam.
- In May 2016, students will take their final ELA Performance MoSL exam to determine their growth based on the outcome of their January 2016 exam scores.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In order to conduct a needs assessment of our participation in community service and school culture events the following data was reviewed:

- Attendance Data
- Quality Review
- School Survey
- Graduation Data/Scholarship Data
- Student/Teacher Surveys (Google)

Based on the needs assessment the following decisions were made:

- Students are required to log in 100 hours of community service hours to fulfill high school graduation mandates. Within the last 5 years, data has indicated that only 55% to 63 % of graduating seniors were able to meet the required 100 hours of community service
- Finally, due to a variety of social, economic and safety situations our student population finds it difficult to meet these requirements and community service needs.
- Therefore, in order to assist students, the SLT and school community decided to organize in-school opportunities through which the students can service their school and outside communities. Research has indicated that when a school provides relevant and meaningful community service opportunities for students there is a tendency for students to perform better in school academically, as well as have a higher attendance rate when they are involved.
- Finally, students tend to develop a vested interest in their school community while giving back through community service endeavors. In order to increase student engagement in YELP & improve attendance across the school community we would need to increase the # of students participating in community service and school culture events.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase students participation in service learning activities from one to two service learning/cultural activities by increasing the June 2015 service learning rate of 70% to 80% by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) 9-12</p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. By July 2015, Ms. Fowlkes and Ms. Lynch will have met with the YELP Coordinators; Ms. Kroll and Ms. Brown to discuss and review the YELP curriculum and to specifically identify key community service/service learning plan as aligned to our YELP curriculum.</p> <p>2. By early October 2015, Ms. Delvalle, the school’s grant writer will have written several grants that will fund the service learning/community projects for the school year.</p> <p>3. By the end of October 2015 all YELP Coaches will have conducted a needs assessment survey that will enable students to share feedback regarding their 2014-2015 community/service learning program and the improvements that should be made in the 2015-2016 school year.</p> <p>4. By the end of November 2015 the community service/service learning plan will be shared with all YELP Coaches at their weekly YELP meeting. Coaches will share feedback and final revisions will be made no later than January 2016. Each Coach will also be tasked with coming up with one individual community service activity in YELP during Spring of 2016 that will be shared during our Community Service/School Culture Fair.</p> <p>5. By January 2016 students will be introduced to the community service/school culture program and begin to develop their ideas regarding what project each YELPER would like to work on. Students can opt to join our Service Learning Committee to assist with school wide events. YELP project ideas must be submitted for approval by the end of January 2016. The YELP Coordinators will</p>	<p>Students</p>	<p>September 2015 – January 2016</p>	<p>Administration (Principal & Assistant Principal)</p> <ul style="list-style-type: none"> • Service Learning Coordinator (s) • YELP Coordinators (s) • YELP Coaches • Teacher & student volunteers

share idea/project proposals with Ms. Fowlkes & Ms. Lynch for approval. All projects must be finalized by February 2016.

6. By February 2016 each YELP should submit an update regarding the status of their community service project and a meeting will be organized with Administration to meet with all Coaches. At this juncture feedback will be given to individual Coaches to support them with the execution of individual projects. As well, there will be a discussion around resources and supports YELP Coaches need to complete project (i.e. funds, space, and permission).

7. By May 2016 student will participate in their 2nd school wide community service/school culture activity (i.e. Fun Run?). Once again staff/students will have the opportunity to debrief their thoughts in the form of a survey.

8. By June 2016 students at AoIT will have the opportunity to participate in a school wide Community Service/School Culture Fair where each YELP group will present his/her project. Students will have the opportunity to learn about what their peers worked on and share their experience with community service this school year.

Addition Information:

- The Principal will provide a PD to inform and encourage the staff to take an active role in the community service projects.
- The SLT including the Principal and YELP Coordinators will oversee the organizing of the team and setting goals.
- Budgetary compensation will be made available for hours worked by the coordinator.
- YELP Coordinators and Team will spearhead and plan the activity.
- Resources and personnel required for each activity are dependent on the specific activity chosen.
- The Team will contact and coordinate efforts of school staff and community personnel for each activity.
- The Principal has final approval of any activity that involves AoIT staff or student involvement.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development

- Meeting Time
- Community Partnerships
- Funding
- Space
- Per Session to pay Youth Empowerment Leadership Program (YELP) Coordinators in developing lesson plans for YELP Coaches.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At the end of each month (September 2015 – June 2016), 100% of students’ hours of community service will be reported to and recorded by the guidance counselor in the students’ record Google Doc folder.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

A needs analysis was conducted to determine the teacher effectiveness as aligned to schools scholarship data in the four core content areas: math, ELA, science and social studies. Upon reviewing the data taken from STARS and ATS, it is noted that the scholarship passing rates within these core areas have shown some increase in June 2015 compared to June 2014; we noted however, that the increases are very small in social studies and math and slight decrease in ELA and science.

The school as a community also noted that the overall passing rate within each content area continues to hover in the low passing rates of 55%. Please note the data as follows:

Content/Course	Scholarship Data 2014 (MK1)	Scholarship Data 2014(MK2)	Increase/Decrease (2013 ◊MK2)
ELA	72.64%	68.03%	-4.61%
Social Studies	60.78%	62.82%	+2.04%
Math	57.00%	59.20%	+2.20%
Science	46.81%	45.57%	-1.24%
Foreign Language	55.68%	60.92%	+5.24%
CTE	81.52%	82.08%	+.056%
Art/Music	46.88%	51.02%	+4.14%

The principal and assistant principal also reviewed the overall ratings of teachers within the Advance Observation Dashboard the overall ratings were:

78% of observations conducted were Effective;

9% of observations conducted were of Developing;

13% of observations conducted were Highly Effective;

0% of observations conducted were Ineffective.

The articulated data indicates a need for school leaders and teachers to examine whether there is a correlation between the scholarship data and teacher effectiveness in their classrooms. Therefore, during the June 4th PD the principal reviewed with the teachers the Chancellor’s Six Elements of the Framework for Great Schools and the conclusion from great discussions that we need to better define as a school community the first element, Rigorous Instruction. Through great deliberation and thought the teachers help to develop the articulated goal:

By June 2016, 100% of teachers will have incorporated within their classroom instruction at least 80% of AoIT's Tenets of Rigorous Instruction framework

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will have incorporated at least 80% of AoIT's Tenets of Rigorous Instruction framework based on 3 to four classroom observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) All teachers</p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>	
<p>In July 2015, principal, assistant principal and ELA lead teacher will discuss what are the tenets of AoIT's Rigorous instruction?</p>	<p>Teachers</p>	<p>July 2015</p>	<p>Ms. Fowlkes, Principal</p>
<p>In August and beginning month of September 2015, the principal and assistant principal will meet with each content teams during the scheduled Leadership Academy meetings. The meetings are to review each teacher's curriculum maps, UbDs, and lesson plans, but also will start the conversation on teachers understandings of what are the tenets of rigorous instruction? Teachers will have to answer the following questions:</p> <p>What are our beliefs about rigorous instruction at AoIT? What is it? What does it look like in the classroom? How can the tenets help us improve student achievement for all students including special needs Ells and SpEd student populations? How do we know it is in alignment with the Chancellor's Element of Great Schools Framework: Rigorous Instruction and the Quality Review Indicator of Instructional Core Across Classrooms?</p>	<p>Teachers</p>	<p>August 2015</p>	<p>Ms. Fowlkes, Principal and Ms. Lynch, Assistant Principal</p>
<p>In September, the framework will be developed during staff and content team meetings. The principal and AP will meet</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Ms. Fowlkes, principal, Ms.</p>

with the content team leaders to discuss and help develop the framework.			Lynch Assistant Principal and Content Team Leaders
In October 2015, the framework will be published and displayed in all classrooms for students and teachers to see on a daily basis. Teachers will also conduct peer observations that will support and provide critical friends feedback on whether there is evidence of seeing the tenets in action at AoIT Through the months of November 2015-to May 2016, peer observations, learning walks and reviewing of the tenets will take place during mid-year and end of year discussions and professional developments. In June 2016, a review of the data will determine if there is an increase in the scholarship data of students, as well as an increase in the highly effective ratings of teachers' observations as aligned to the Danielson Framework.	Teachers and Students Teachers	October 2015 November 2015-May 2016	Principal, AP and Lead Teachers. Principal, AP and Lead Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session											
Reviewing and resources obtained from the DOE website that provides additional information on Chancellor’s Six Elements of the Framework of Great Schools.											
Observations											
Critical Feedback – Peer observations											
Learning Walks											
Professional Development											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Have one-on- one conversations with 100 % teachers during the beginning, mid, and end of 2015-2016 year.

2. Review and analyze the Advance Observations Dashboard in January and June 2016 to determine 80-100% of whether teachers have moved from one level within four of the eight components of the Danielson Framework.
3. Every 25 days review the scholarship data of each teacher using the New Visions and STARS data tools to determine if there is evidence of percentage (5-10) growth in student scholarship based on marking periods 1, 2 and 3.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

•Every year the school leader supports teachers by understanding the instructional needs of students. She conducts with the assistance of the assistant principal a needs analysis of the entering 9th grade students to determine their readiness of high school as aligned to their CCLS ELA and Math exam scores. This process supports teachers in understanding and knowing their student population as aligned to Danielson Framework component 1e. Once teachers have an understanding of their student population, they can therefore be better able to develop their curricula as aligned to their students’ learning styles and needs. This year the school leader has determined to focus on the reading scores of the entering 9th grade students in the idea of supporting the goal of establishing a school wide reading culture. Therefore, based on an analysis of students’ 8th grade reading scores and Scholastic Reading Inventory Lexile reading scores it was established that students at AoIT were coming into school significantly below grade level in reading and that a reading intervention plan needed to be established across all grade levels to ensure students are graduating at or above their grade appropriate reading level.

•Strengths Areas: AoIT has established a solid writing program that includes argumentative writing across all content areas as aligned to the NYC Measure of Students Learning assessment and the Common Core State Learning standards. This includes the development of our Judith Hochman Literacy Team in grades 9-11 and our comprehensive literacy professional development plan.

Growth Areas: Despite a comprehensive writing program, data from the MoSL assessment revealed that students were performing significantly low on trait #3 (reading). As well, Performance Series and Scholastic Reading Inventory data showed a server deficit in reading skills in students specifically for incoming 9th graders leaving middle school. Next steps to close the achievement in literacy include a comprehensive reading program that will target specific reading skills for students. This program will also include parents and the school leader who will set the precedence of reading 25 books by the end of June 2016.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of parents will support the school community with the goal of having 80% of all students to be engaged in 15.5 hours per semester of reading (40 minutes per week) through our Drop Everything and Read (DEAR) program

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>9-12 grade students and 80% of parents</i></p>	<p>Key Personnel <i>Principal, AP, guidance counselors, Parent Coordinator, and DEAR TEAM</i></p>	
<p>Summer 2015: Meet with all teachers plan invested in our DEAR program along with members from the PTA Executive Board to discuss and develop a strategic plan. The summer agenda is to complete and adhere to the following tasks:</p> <ul style="list-style-type: none"> • Choose ONE assessment we will use as a school (SRI, Performance Series, or Renaissance) with regards to obtaining baseline Lexile reading scores of a targeted group of students in grades 9-12 (SPED, ESL, Gen Ed, Lowest ½). • Create an action plan/road map for our DEAR Program that includes the following: <ul style="list-style-type: none"> o Assessments o Skills o Projects o Benchmark Dates o Differentiation • Create a guide to DEAR that includes the following: <ul style="list-style-type: none"> o Goals for DEAR o Leveled text/literacy resources o Reading strategies/activities o Reading games o Genres of texts 	<p>DEAR Planning Teachers and Executive PTA Members</p>	<p>Summer 2015</p>	<p>ELA Teachers (Ms. Stahl, ELA Lead) PTA Parents, Ms. Lynch, AP and Ms. Fowlkes, Principal</p>

o Reading assessments			
o Develop a Tracking System			
<p>Fall 2015</p> <ul style="list-style-type: none"> • Pre-assess students using one of the following assessments: <ul style="list-style-type: none"> o Performance Series o Scholastic Reform Inventory o Renaissance Reading. <p>Inform parents via mail & telephone what assessment students will be taking and that they will be notified via mail of students' scores.</p> <p>**TBD based on July 2015 meeting.</p>	Students	October 2015	DEAR Teachers, Ms. Stahl & Ms. Lynch and Parents
<p>October 2015</p> <ul style="list-style-type: none"> • Analyze the data from our reading pre-assessment to strategically come up with a list of leveled texts for each DEAR class. This includes the introduction of our new program entitled Lightsailed.com. Equally distribute technology across all DEAR classes to ensure that at least 10% of student has access to online reading databases. • Invite parents in for our DEAR Night where DEAR Teachers review the program and invite parents along with students to engage in 30 minutes of DEAR as a team. 	Students and Parents	October	DEAR Teacher, Administration, Computer Technician Ms. Vaduva
<p>Fall-January 2016</p> <ul style="list-style-type: none"> • Establish monthly meeting dates for all teachers involved in the DEAR Team. As well, outline professional development opportunities for DEAR Teachers during and after school. • Schedule DEAR Afterschool aligned to the PTA meetings which enables parents to participate in the DEAR Program. • During Student Led Conferences have parents in October 2015 identify their book reading preferences • Professional development opportunities will include the following during and after school workshops: <ul style="list-style-type: none"> o Creating a reading culture (Reader's Corner/Spot Light) o Leveling your text o Tracking data 	<p>DEAR Teachers and Parents</p> <p>DEAR Teachers</p> <p>DEAR Teachers</p> <p>Students and Parents</p> <p>Students enrolled in DEAR</p> <p>DEAR Teachers</p>	<p>Fall 2015-January 2016</p> <p>Fall 2015-Spring 2016</p> <p>January 2016</p> <p>January-February 2016</p> <p>Spring 2016</p>	<p>ELA Teachers (Ms. Stahl, ELA Lead)</p> <p>PTA Executive Board, Ms. Lynch, AP and Ms. Fowlkes, Principal</p> <p>Ms. Stahl, Ms. Lynch, AP and Ms. Fowlkes, Principal</p> <p>DEAR Team, Ms. Stahl, Ms. Lynch, AP and Ms. Fowlkes, Principal</p> <p>Ms. Tirado, Secretary</p>

<p>o Lightsailed.com</p> <p>o Renaissance Assessment</p> <p>Wilson (if applicable- lowest 1/3)</p> <p>November-December 2015</p> <ul style="list-style-type: none"> • Each DEAR Teacher will be observed informally during the Fall of 2015 and meet with Ms. Lynch for a post observation conference. • Observations will be non-judgmental & serve as a way to assess the reading culture established in each DEAR during the Fall in order to make short and long term improvements to the program. • <p>As well, by this time frame each teacher will have established his/her 'what I am reading' board where teachers highlight the various books they are reading in their DEAR classes with students. It is the expectation that all DEAR classes will have this established at the time of observation in order to promote our culture of reading. Furthermore, parents will actively participate in the DEAR Program through an end-of semester celebration of books read during January 2016 PTA meeting.</p> <p>January 2016</p> <ul style="list-style-type: none"> • Survey teachers, students and parents at the end of semester one (January), conduct a mid-year review & modify Spring plans based on survey feedback. • Collect reading data for the purpose of tracking the # of hours students have read at the end of the Fall Semester. • For each student who has not met the 7.5 hours of reading time an action plan will be established by his/her DEAR Teacher to encourage & enable students to meet the expectations by Spring 2016. <p>o Share data with parents during January 2016 PTA meeting.</p> <p>January-February 2016</p> <ul style="list-style-type: none"> • Purchase any additional texts needed for the Spring 2016 semester. • Re-assess students & modify texts. 			<p>Ms. Stahl, Lead ELA Teacher</p> <p>Ms. Lynch, AP</p> <p>Mr. Martinez, Parent Coordinator</p> <p>Administration,</p> <p>Ms. Lynch, AP & Ms. Stahl, Lead ELA Teacher</p> <p>DEAR Teachers</p> <p>All teachers, all students and 80% or more of parents</p>
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Celebrate the success of each class by posting the accumulated hours students have read throughout the 1st and 2nd marking period along with the books they read.

Spring 2016

- Each DEAR Teacher will be observed informally during the Spring of 2016 and meet with Ms. Lynch for a post observation conference.

- This observation will again be non-judgmental but used as a way to assess the growth of the DEAR classroom as aligned to our school goals.

At this meeting DEAR Teachers & Administration will also review DEAR data (reading log) and goals for each student.

- Final analysis of data (# of hours students read & assessment data)

Reading Celebration: At the end of the year there will be a DEAR Celebration where the top 5 DEAR classes receive some sort of celebration based on the # of total reading hours completed in the 2015-2016 school year.

This will include inviting parents and highlight the books all students have read collectively.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Session- after school professional development
- Circular Six Meeting time- during school collaboration
- Classroom libraries
- Bookshelves
- Each teacher will need one less period/prep
- Reading program (lightsailed.com)
- Reading assessment (Renaissance)
- General Supplies Purchases
- Push In and Pull-out Schedules

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In January 2016 – provide a midyear assessment of students reading levels by using the Scholastic Reading Inventory and the Renaissance reading assessment tools, to determine if students’ Lexile scores have increased by one level as evident of their pre-assessment scores obtained in October 2016. Data will help to determine if the DEAR program needs to be revised/modified in February 2016. A final assessment will be given in May of 2016 to ascertain if 80% or more students’ Lexile scores have increased due to the DEAR program.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The school key stakeholders conducted a needs assessment of our current infrastructure for parental involvement the following data was reviewed:

- PTSA Attendance Data (2014-2015)
- Parent Involvement Attendance Data (sign in sheets)
- Parent Anecdotal
- School Quality Review
- School Survey

In order to increase parental participation in school-wide events we need to insure that parents are informed of the events (using multiple modalities) and that parents feel engaged, involved, and have a voice in making decisions regarding what school-wide events we will partake in this year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase parental participation in 2 or more school-wide activities based on the June 2015 participation rate of 65% to 75% by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Parents and Students</i></p>	<p>Timeline <i>August 2015-June 2016</i></p>	<p>Key Personnel <i>Principal, AP, Parent Coordinator, PTSA President and COSA</i></p>
<p>1. Parent Coordinator will meet with Administration in August 2015 to map out the 2015-2016 Parental Calendar including all PTSA Meetings and school wide events.</p> <p>2. By September 2015 the PTSA Calendar will be mailed home along with a letter written by Mr. Martinez introducing himself and the Parent Calendar/Map. As well, home phone calls will be sent out introducing the Parent Coordinator and reminding parents of the upcoming events for September. This includes a 'Welcome Back' PTSA dinner (hot food served and raffles).</p> <p>3. Mr. Martinez will have monthly meetings with the Assistant Principal to discuss and monitor the progress of the Saturday Parent Institute. This includes planning lessons/activities, parental outreach, and reviewing parental input for improvements to the program.</p> <p>4. By December 2015 at least 50% of parents will have participated in either a PTSA meeting, SLC, Saturday Institute or Curriculum Night. Mr. Martinez will meet with administration in December 2015 to report the # of parents who have participated in at least 1 event thus far this school year. At this meeting we will also invite the PTSA President and cabinet to share their feedback regarding the events taking place thus far this school year.</p> <p>5. In January 2016 Mr. Martinez (Parent Coordinator) will update the Parent Calendar and send the revised term two calendar home to parents. As well, he will organize a parent breakfast/dinner to welcome parents into the 2nd semester and discuss plans for the next term. At this juncture each parent will sign up for one Spring 2016 school event.</p> <p>6. In January 2016 the COSA will host a parent meeting to discuss all upcoming events that include events for students in 12th grade in preparation for graduation. As a follow up to this meeting we will</p>	<p>Parents and Students</p>	<p>August 2015- June 2016</p>	<p>Ms. Fowlkes, Principal, Ms. Lynch AP, Mr. Martinez, Parent Coordinator, PTSA Executive Board and Ms. Stratman, COSA</p>

send reminder letters to parents with all events they can sign up to attend.			
7. By June 2016 Mr. Martinez will have organized a special event for Parents once every term to ensure that we have met our school wide goal. He will present his final data analysis to Ms. Fowlkes and submit a reflection for the school year regarding our parental improvement plan			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per Session											
PTA Funds											
Metro Cards for parents											
Meeting Space											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Each month keep an attendance sheet which will determine the attendance of all parents who have attended the monthly PTSA meetings;
2. By January 2016, review the Google spreadsheet which will provide the names and number of school events and the total number of events each parent has participated in .
3. By January 2016, and June 2016 review calling logs of YELP Coaches.
4. Keep tallies of all parents who attended school events by using sign in sheets.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>The criteria for determining AIS services in ELA are as follows:</p> <ul style="list-style-type: none"> • 7th & 8th grade ELA scores • IEP & 504 needs • Scholarship Data • Regents Data • Teacher Anecdotal Reports & Recommendation Report Cards & Progress Reports 	<p>12th Grade Literacy Institute:</p> <ul style="list-style-type: none"> • Judith Hochman Literacy Program (Grades 9/10) • ELA Regents Prep • MESH Center After School Tutoring • iLearn Credit Acceleration/Prep • CUNY At Home ELA (CUNY Assessment Prep) Project Based Learning Lab (Reading) 	<ul style="list-style-type: none"> • One to one pull out service • Small group instruction • Small group instruction • Small group instruction/tutoring • Small group instruction • Whole group instruction Small group instruction 	<ul style="list-style-type: none"> • Monday-Friday (one period) • Monday-Friday (ELA 9/10) • Saturday (9-11:00 AM) • Monday-Wednesday (3:07-5:16 PM) • Monday-Friday (one period) • Monday-Friday (one period) Monday-Friday (one period- 9th grade only)
Mathematics	<p>The criteria for determining AIS services in Math are as follows:</p> <ul style="list-style-type: none"> • 7th & 8th grade Math scores • IEP & 504 needs • Scholarship Data • Regents Data 	<p>Algebra, Geometry, and Trigonometry Recovery Classes:</p> <ul style="list-style-type: none"> • Saturday Regents' Prep Academy • MESH Center After School Tutoring • iLearn Credit Acceleration/Prep 	<ul style="list-style-type: none"> • Small group instruction • Small group instruction • Small group instruction/tutoring • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> Monday-Friday (50 minutes) • Saturday (9-1:00 PM) • Monday-Wednesday (3-5:00 PM) • Monday-Friday (50 minutes) • Monday-Friday (one period)

	<ul style="list-style-type: none"> • Teacher anecdotal Reports & Recommendation <p>Report Cards & Progress Reports</p>	<ul style="list-style-type: none"> • CUNY At Home Math (CUNY Assessment Prep) <p>Project Based Learning Lab (Math)</p>	Small group instruction	Monday-Friday (one period- 9 th grade only)
Science	<p>The criteria for determining AIS services in Science are as follows:</p> <ul style="list-style-type: none"> • 7th & 8th grade Science scores • IEP & 504 needs • Scholarship Data • Regents Data • Teacher anecdotal Reports & Recommendation <p>Report Cards & Progress Reports</p>	<p>Science Content and ICT Push In Class (All grades)</p> <ul style="list-style-type: none"> • Saturday Regents Prep Academy • MESH Center After School Tutoring. <p>Lunch Period Tutorial Program</p>	<ul style="list-style-type: none"> • Small group and whole group instruction • Peer Tutoring and Small group instruction with teacher <p>Small group instruction/tutoring</p>	<ul style="list-style-type: none"> • Monday-Friday (Social Studies 9-12) • Saturday (9-1:00 PM) <p>Monday, Tuesday, Wednesday (3:00-5:00 PM)</p>
Social Studies	<p>The criteria for determining AIS services in Social Studies are as follows:</p> <ul style="list-style-type: none"> • 7th & 8th grade Social Studies scores • IEP & 504 needs • Scholarship Data • Regents Data • Teacher anecdotal Reports & Recommendation <p>Report Cards and Progress Reports</p>	<ul style="list-style-type: none"> • US & Global History Regents' Prep Academy • Block Global History Instruction • MESH Center After School Tutoring <p>Global History and US History Tutorial</p>	<ul style="list-style-type: none"> • Small group instruction • Small group instruction • Small group instruction/tutoring <p>Small group instruction</p>	<ul style="list-style-type: none"> • Monday-Friday (one period) • Monday-Friday (90 minutes) • Monday, Tuesday, Wednesday (3:00-5:00 PM) <p>Tuesday & Thursday (3:00-5:00 PM)</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><u>YELP</u>- All students at AoIT are enrolled in a YELP course to support their social, emotion, and academic well-being.</p> <p><u>Magic Four</u>- Students are chosen for Magic Four based on their teacher’s recommendations, attendance, behavior, and scholarship data.</p> <p><u>Pay it Forward</u>- These students are chosen based on their status and progress toward graduation. All off track students are enrolled in this program.</p> <p><u>L iteracy Coach Services</u>- Students are chosen to work with our Literacy Coach based on their reading level obtained through the Scholastic reading Inventory exam.</p> <p>N/A</p> <p>N/A</p> <p><u>Guidance Counselor Services</u>- Students are chosen to work with the Guidance Counselors based on their IEP mandates as well as teacher recommendations</p>	<p><u>YELP (Youth Empowerment Leadership Program)</u></p> <p>Our YELP curriculum is designed to support the social, emotional, and academic wellbeing of all students at AoIT. It is strategically aligned to the college and career readiness benchmarks to ensure our students are prepared for life after high school. Each YELP group is aligned a Coach that supports the implementation and facilitation of the program/curriculum.</p> <p><u>Magical Four</u></p> <p>Each month our Grade Teams choose 4-6 at-risk students that will be designated as Magic Four students. These students are chosen based on their academic and behavioral standards. This team of teachers works collectively on an intervention plan to support his/her needs.</p> <p><u>Pay it Forward</u></p> <p>Our Pay it Forward Program is designed to help at risk students meet their goal of graduation. Each at risk student is paired up with a student who is on track to graduate.</p>	<p>Small group meetings</p> <p>One to one</p> <p>Pairs</p> <p>Small group and one on one</p> <p>Small group meeting</p> <p>Small group and/or individual (based on IEP)</p> <p>Small group and/or individual (based on IEP)</p> <p>Small group and/or individual (based on IEP)</p>	<p>2x a week (50 minutes)</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p> <p>1x per month</p> <p>1x per month</p> <p>1-3x per week (based on IEP)</p>
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		<p>These students work collaboratively to ensure that an at-risk student is completing his/her work and following through with all graduation requirements as outlined by the DOE.</p> <p><u>Literacy Coach</u></p> <p>Our Literacy Coach is assigned to a select group of students in the lowest 1/3 and supports them with small group, push out, and one on one literacy support services on a weekly basis. Furthermore, teachers can recommend students for literacy support services on a daily basis if necessary.</p> <p><u>School Psychologist</u></p> <p>On site school based psychologist meets with guidance counselor and lead SPED teacher for IEP students whose triennial evaluations are due. Or, if a parent or the pupil personnel team has requested an evaluation of a general education student.</p> <p><u>School Based Support Team/PPT</u></p> <p>Monitoring student progress is an ongoing process. The</p>		
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		<p>principal with the support of the</p> <p>School Based Support Team (SBST), meets every two weeks to monitor the progress of students who are need of academic intervention. The social worker meets with the student based on his or her social/emotional needs. The SBST will review AIS on a quarterly basis to determine the progress and whether services should continue.</p> <p><u>Guidance Counselor Services</u> Recommends to the school based health center students who are in need of health related services. All guidance counselors and lead SPED teacher meet on a regular basis with the representatives from the health center to discuss students' health progress.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The strategies used to attain qualified teachers are:</p> <ol style="list-style-type: none"> 1. Contact the HR office during the months of March and May indicating the predicted number of vacancies for the next school year. 2. Attend New Visions hiring fairs, Central HR and Teacher Finder hiring fairs. 3. Interview candidates early in the school year during the months of March-June. <p>The strategies used to retain qualified teachers:</p> <ol style="list-style-type: none"> 1. Meet with teachers at the end of the school year to discuss their abilities and qualities. Express to the teacher his/her teaching qualities and their contributions to the school community and overall student achievement. 2. Provide opportunities for teachers to express their personal life talents by empowering them to host afterschool programs or initiatives within the school. 3. Provide on-going support through relevant professional development that is essential to their growth as teachers. <p>Create a professional learning community that speaks to collaboration and common goals</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The following school-wide structures are in place for communication and collaboration with staff:</p> <ul style="list-style-type: none"> • Weekly Staff Updates

- School-Wide Google Docs & Gmail Accounts
- Peer Observations
- Weekly Professional Development (in house)
- Outside Professional Development (YPLAN, A2i, PBL, Digital Ready, Common Core, Judith Hochman)

All the above structures that are in place for communication and collaboration with staff members and allow all members of the AoIT community to effectively collaborate within the school building and at home

Furthermore, the below professional development calendar will be followed this school year:

Months/Dates	Topic	Goals
October 7, 2015	MoSL PD #1	<ul style="list-style-type: none"> • Compare and contrast the 2014-2015 MoSL rubric to the 2015-2016 rubric.
October 14, 2015	Danielson PD #1 Component 1a: Demonstrating Knowledge of Content & Pedagogy	<ul style="list-style-type: none"> • Deconstruct component 1a and research strategies about UDL and how they can impact our planning with regards to content & pedagogy.
October 21, 2015	MoSL PD #2	<ul style="list-style-type: none"> • Deconstructed the 2015-2016 MoSL Rubric and strategically chose the students we would administer the baseline and midyear assessment to in order to prepare our whole school for the spring 2015 MoSL assessment.
October 26- November 16, 2015	SRI Assessment for all 9 th graders in room 365 during PBL class.	<ul style="list-style-type: none"> • To obtain the baseline Lexile scores of all 9th grade students as we prepare our 2015-2016 reading professional development plan.
November 5/18/19, 2015	Reading Strategy #1: Vocabulary Strategy (CCLS #4)	<ul style="list-style-type: none"> • Introduce our first reading strategy and share ways to teach vocabulary in all contents across the curriculum.
November 11/19/20, 2015	MoSL Baseline Assessment	<ul style="list-style-type: none"> • Administer the MoSL assessment to a targeted student population to obtain the baseline data needed to drive our instructional program.
November 24, 2015 and December 1, 2015	Grading the MoSL (ELA Team)	<ul style="list-style-type: none"> • Grade the baseline assessment and conduct a needs assessment of students' strengths and weaknesses.
November 24, 2015	Danielson PD #2 Component 3c: Engaging Students in Learning	<ul style="list-style-type: none"> • Deconstruct component 3c and provide strategies for group work and differentiated stations.
December 2, 2015	Reading Strategy #1: Vocabulary Development (Part II)	<ul style="list-style-type: none"> • Content Teams will choose 3 prefixes & root words to teach in their content in order to collaboratively improve student vocabulary this year.
December 8th, 2015	Grade Team Meeting	<ul style="list-style-type: none"> • Review the MoSL Data
December 16, 2015	Danielson PD #3 Component 3d: Using Assessment in Instruction	<ul style="list-style-type: none"> • Deconstruct component 3d and discuss various instructional strategies to support teachers with formative and summative assessment.
December 17, 2014	Teacher presentations based on reading strategy #1	<ul style="list-style-type: none"> • To have teachers present how they used reading strategies #1 in their classroom.

January 6, 2016	Grade Team Meeting	<ul style="list-style-type: none"> ● Magic Four (Review At-Risk Data, Social/Emotional Goal Setting)
January 13, 2016	Reading Strategy #2: Making Inferences	<ul style="list-style-type: none"> ● Introduce our second reading strategy and share ways to teach students how to make inferences in all contents across the curriculum in order to help students analyze text evidence.
February 4, 2016	Teacher presentations based on Reading Strategy #2	<ul style="list-style-type: none"> ● To have teachers present how they used reading strategy #2 in their classroom.
February 8-12, 2016	SRI Assessment #2	<ul style="list-style-type: none"> ● To obtain the baseline Lexile scores of all 9th grade students' mid-way through the year. ● Make instructional decisions based on mid-year data.
February 8th, 2016	Danielson PD #3 Component 3b: Questioning and Discussion Techniques	<ul style="list-style-type: none"> ● Deconstruct component 3b and discuss various instructional strategies to support questioning and discussion techniques.
February 10, 2016	Grade Team Meeting	<ul style="list-style-type: none"> ● Magic Four (Review At-Risk Data, Social/Emotional Goal Setting)
February 22-26, 2016	MoSL Assessment #2	<ul style="list-style-type: none"> ● Re-administer the MoSL assessment to our targeted student population to obtain the midyear data needed to further drive our instructional program.
March 3, 2016	Reading Strategy #3: Integrating Multiple Resources/Making Connections (CCLS #7)	<ul style="list-style-type: none"> ● Introduce our third reading strategy and share ways to teach students how to integrate multiple resources into writing and make connections.
March 9, 2016	MoSL & SRI Data Presentations	<ul style="list-style-type: none"> ● Present the data from our mid-year MoSL and SRI assessments.
March 16, 2016	Danielson PD #4 Component 2d: Managing Student Behavior	<ul style="list-style-type: none"> ● Deconstruct component 2d and discuss various instructional strategies to support teachers with managing student behavior.
March 23, 2016	Teacher presentations based on reading strategy #3.	<ul style="list-style-type: none"> ● To have teachers present how they used reading strategy #3 in their classroom.
April 6, 2016	Reading Strategy #4: TBD.	<ul style="list-style-type: none"> ● Introduce our fourth reading strategy.
April 13, 2016	Teacher presentations based on reading strategy #4.	<ul style="list-style-type: none"> ● To have teachers present how they used reading strategy #4 in their classroom.
May 4, 2016	Final MoSL Preparations	<ul style="list-style-type: none"> ● Meet collaboratively to discuss our last minute instructional preparation for the MoSL.
May 9-13, 2016	Administer the MoSL	<ul style="list-style-type: none"> ● Successfully administer our 2015-2016 MoSL assessment.
May 23-27, 2016	Final SRI Assessment	<ul style="list-style-type: none"> ● Successfully administer our final SRI assessment to 9th grade students.
June 2, 2016	Reviewing the 2014-2015 Data <ul style="list-style-type: none"> ● Student Writing ● MoSL Data ● SRI Data 	<ul style="list-style-type: none"> ● Review the final data from our school year to celebrate the growth we have made as a school community in reading/writing.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	309,153.00	X	Sections: 5A, pg. 14; 5B, pg. 18; 5C, pg.22; 7, pg. 48.
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Sections: 5A, pg. 14;
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,838,879.00	X	Sections: 5A, pg. 14; 5B, pg. 18; 5C, pg.22.

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Academy of Innovative Technology High School]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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: <u>AoIT</u>	DBN: <u>19K618</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>0</u>
of content area teachers: <u>17</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Total ELLs: 42 (grade 9-12)

SIFE: 6

Newcomers: 0

ELLs SWDs: 11

Long Term ELLs: 17

Part I. Direct Instruction Program

Currently, we have two full time ESL Teachers, one long-term ATR ESL Teacher, and one Bilingual Paraprofessional. This school year we have moved to an 8 period schedule which enables us to have longer class periods to support our student population. Our Beginner ELL students receive 540 minutes of ESL support each week that includes one period of stand alone ESL instruction and additional push in services throughout various content classes. Our Intermediate ELL students receive 360 minutes of ESL support each week that includes one period of stand alone ESL instruction and additional push in services throughout various content classes. Our Advanced ELL students receive 180 minutes of of ESL support each week that come strictly through push in services throughout various content classes. Our Bilingual Paraprofessional services our ELLs SWDs by providing one on one support along with small group instruction in various content classes. This also includes providing testing accomodations such as small group setting and reading out loud to students based on their ESL & IEP needs. Outside of our ESL direct instruction program our ELL students have the opportunity to participate in college readiness programs that include AP Biology, AP US History, AP English, CUNY ELA and Math, and College Writing. This semester we have a total of 5 ESL students enrolled in these courses to assist with preparing students for the rigors of college level course work. Furthermore, ELL students also have the opportunity to participate in internships during their 11th and 12th grade years that will give them the job readiness skills needed to accelerate in the CTE career path of their choice upon graduation. Our ESL Teachers encourage ELL students to join these programs as they advance on to their post-secondary educational and career opportunities.

Part II. MESH Center (Math, English, Science, History)

All of our ELL students, regardless of proficiency or grade level, are required to attend the MESH Center three-days a week on Monday, Tuesday, Thursday from 3:07 PM - 5:15 PM to receive academic support. The MESH Center is a student driven program that provides academic support and intervention across the curriculum. MESH utilizes both peer and teacher assistance to address the individual academic needs of those who attend. The MESH Center provides instruction in English for all subjects; however, there are Bilingual Teachers and one to one peer tutors available for ELL students in their various native languages. Furthermore, the MESH Center resources include the following: computer technology, foreign language dictionaries, and translators

As well, we provide funding for one Supervisor who oversees the attendance and instructional program for all ELL students.

Part III. ESL Enrichment

In addition, we offer ESL enrichment classes in the form of After-School Regents Prep (Global and US History) and Saturday Regents Prep Academy (October-January & March-June). Our After-School Regents Prep Programs are held in the months of December/January and then again in May/June. Our Saturday Regents Prep Academy for Algebra runs throughout the entire school year and is held from 9:00 AM to 1:00 PM. Our Saturday Regents Prep Academy is taught by a Bilingual Math Teacher who prepares students to obtain a grade of 80 or better on the Algebra Regents which states they are college

Part B: Direct Instruction Supplemental Program Information

ready. Other Saturday Regents Prep Academy classes include Algebra II Trig, US History, Living Environment, and English. Specifically, our English class is taught by a certified Literacy Instructor (Ms. Stahl) who supports ELL students with basic reading and writing skills. Lastly, all programs focus on teaching comprehension skills in reading and writing, test taking skills, organizational skills that will help them succeed, not only on improving in their Regents scores, but in their overall academic life.

Part IV. Cultural Awareness & Enrichment Program

Our ELL students are also involved in our Title III Cultural Awareness & Enrichment Program where as a group students take monthly trips promoting cultural and social awareness as well as academic learning. ESL Teachers will design the excursions and will encourage learning by helping students make connections, ask questions and experience our ethnically diverse environment. Museums, foreign films, ethnic restaurants, and NYC neighborhood walks are a few of the places where students will be able learn about their community as well as stay connected to one another in order to maintain a sense of community with in our group. All trips will be carefully planned so that they connect to the topics and units of study being studied within content classes. Upon each trip oral discussions will be held and a written assignment will be given. This will be used as an additional assessment and will help plan for upcoming trips. Our first Cultural Awareness & Enrichment trip took place in October which was an interactive play designed for ELL students. Throughout the play the actors stopped for periodic checks for understanding. This included repeating certain scenes to enhance listening skills. Our 2nd trip is scheduled for December and will be an ice skating trip. The ESL Team hopes to increase the total # of trips this year to have at least six trips for the school year. Furthermore, the ESL Team will host two cultural festivals this year. The first festival took place this past October during Spanish Heritage Month. This celebration was open to ELL students along with students enrolled in our Foreign Language Program. Our 2nd ESL celebration will take place in right before our December break and will focus on celebrating the various ESL cultures/holidays. We will encourage parents/guardians to attend this celebration.

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: _

Part I. ESL Professional Development for Title III Program Teachers

The Language Department presents two professional development (PD) workshops to Title III Program teachers each year. These workshops are designed to inform, teach, and respond to the needs of the English Language Learners (ELLs) at our school. These sessions are held respectively during the first and second school semester. The first PD workshop is intended to familiarize the staff with the years incoming and current ELL population. During this time the staff takes part in a collaborative data analysis that examines teacher rosters in relation to ELLs background, school history, NYSELSAT scores, years of service, and special education needs if applicable. In addition, we highlight students who have changed proficiency levels or tested out to ensure that they are still receiving transitional services and permissible test modifications. Our hope is that teachers will use this data to drive instruction, facilitate effective planning, and aid in the staff gaining a holistic knowledge of their students. The subsequent pd workshop is geared toward classroom instruction and best practices for teaching ELLs. During this PD we cover the second language acquisition process, common difficulties ELLs face, and approaches to teaching that can be utilized in everyday instruction. Furthermore, we gift teachers with a list of research based teaching strategies that have been proven to be successful. These strategies focus on

Part C: Professional Development

nourishing and enhancing the four literacy skills.

Part II. School Wide Professional Development Plan

Strategies of Effective Readers: All Title III Program teachers will engage in a year long professional development series in reading & writing using the text "When Kids Can't Read: What Teachers Can Do" by Kyleene Beers. The professional development series will support all teachers with intensive reading strategies that will move students one lexile reading level by June as aligned to our school-wide literacy goal.

Common Core Learning Standards: All Title III Program teachers will engage in professional development aligned to the implementation of the Common Core Learning standards across all content areas. This includes choosing CCLS power standards that have been deconstructed and broken down into student friendly language. All CCLS Power Standards will be posted in the classrooms across our school community.

Measure of Student Learning: All Title III Program teachers will engage in professional development aligned to the Measures of Student Learning Assessment. This professional development has been designed to support ESL Teachers assisting their student population with writing argumentative essays as aligned to the MoSL exam. This series of professional development also supports ESL Teachers with understanding the expectations of the rubric and how we can support ELL students with mastery of skills.

Charlotte Danielson PD: All Title III Program teachers are invited to a series of after school PD sessions aligned to the Charlotte Danielson rubric and the teacher evaluation system. This includes PD tailored to training teachers on strategies that will move them to highly effective on the 8 components.

Part III. Title III External Professional Development Plan

The external professional development plan for Title III Program teachers at our school is ongoing. We have in house workshops but Title III Program teachers & aras also attend outside PDs provided by the Office of English Language Learners within the Department of Education.

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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: _____ In order to impact higher achievement for ELLS we have the following engagement activities in place:

1. Curriculum/ESL Welcome Night

The parents of our ELL students are invited to Curriculum Night where our ESL Department presents the syllabus for the term, the materials being used and the grading poilicy for the classes. Teachers take the time to get to know the parents in order to respond to any questions or concerns regarding our ESL program. Curriculum Night is held in October each year and parents are notified via letter and telephone calls.

2. Student Success Center First in the Family Program

Through this program we assist with the understanding of the college planning process. The emphasis is on encouraging their child to be the first in their family to attend college, regardless of their immigration status. As well, parents of ELL students will receive information regarding the various services provided by the Student Success Center and Cypress Hills Local Development Corporation. Our first SSS First in the Family meeting is held in October and parents are notified via letter and telephone calls.

Part D: Parental Engagement Activities

3. ESL/Adult Literacy Classes

On Tuesday and Thursday from 6-9:00 PM we offer adult literacy classes through the Office of Adult and Continuing Education. These courses are offered to all Parents of ELL students and we encourage Parents to enroll by sending fliers, making phone calls, and having discussions at our monthly PTSA Meeting.

4. Microsoft Office Classes/Skedula & Pupil Path Training.

In the Spring, we plan to offer after school classes for ESL Parents to learn the various features of Microsoft Office along with assisting parents with understanding the various features of Skedula & Pupil Path. These classes will train Parents with the basic skills needed to use Word, Powerpoint, and Excel. Parents who attend will receive MetroCards along with refreshments. As well, this course will train parents with how to access their son/daughters grades & monitor their progress in each class. These classes will be held after-school from 5:30-6:30 PM and will run between February and April.

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 	-	<u>N/A</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>N/A</u>	<u>N/A</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>N/A</u>	<u>N/A</u>
Educational Software (Object Code 199)	<u>N/A</u>	<u>N/A</u>
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>\$1500.00</u>	<u>Field Trips</u>
TOTAL	<u>\$22,400</u>	<u>N/A</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 618
School Name Academy of Innovative Technology		

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 ENL teacher, and one parent.

Principal Ms. Fowlkes	Assistant Principal Ms. Lynch
Coach Ms. Stahl, ELA	Coach
ENL (English as a New Language)/Bilingual Teacher Ms. Levystone- ENL	School Counselor Mr. Wilbeck
Teacher/Subject Area Mr. Headlam, Global	Parent Everil Garcia
Teacher/Subject Area type here	Parent Coordinator Mr. Martinez
Related-Service Provider Ms. Woodham, Global	Borough Field Support Center Staff Member Olga Defilippis
Superintendent Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	421	Total number of ELLs	31	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	10
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	11

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	11	1	0	9	3	5	11	1	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										5	14	8	1	0
Chinese														0
Russian														0
Bengali										1	1			0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										0	3	0	0	0
Emerging (Low Intermediate)										2	2	1	0	0
Transitioning (High Intermediate)										0	5	2	0	0
Expanding (Advanced)										0	3	4	0	0
Commanding (Proficient)										2	6	3	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0									3	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											2	3	4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5	0	4	0
Integrated Algebra/CC Algebra	17	0	6	0
Geometry/CC Algebra	20	0	1	0
Algebra 2/Trigonometry	1	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	4	0	0	0
Living Environment	21	15	3	2
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	11	11	6	6
Geography	0	0	0	0
US History and Government	4	4	3	3
LOTE	1	0	1	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
For our incoming potential ELLs we use the NYSITELL and once placed, our students also take the NYSESLAT. Additionally, we give in class pre-assessments across the four modalities. All content areas, including ENL, have an assessment calendar. From these multiple assessments, we gather data to design our instructional plan.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We had administered the NYSITELL for the first time this fall. We learned from the results that the newcomer students need to be placed in the Entering proficiency level class. Furthermore, from our NYSESLAT results we can gather that a majority of our students fall between the Transitioning and Expanding levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
We use the AMAQ to compile information about our ELL's. It helps us get to know each and every student and all the necessary data we need to meet their academic needs. We use this to study how they are doing in comparison to the other ELL's in our program as well as the rest of the students in our school. At this time we meeting AMAQ 1 but AMAQ 2 has not yet been met.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Our students are offered the Regents in both English and Spanish (with the exception of the ELA) they have all opted to take their their Global ad U.S. History Regents in Spanish due to the extended essays. However, the majority of ELL's took the Living Environment Regent and Algebra Regents in English.
 - The school leadership team and teachers use the results of the NYSESLAT to inform and drive their instruction and to determine which of our students need more focus on specific modalities. The results also enable us to see how the subgroups in our ENL population are doing and if they need more targeted instruction.

c. Across the grade and performance levels many of our ELL's are still functioning at lower levels in reading and writing, but they continue to show steady improvement in both Speaking and Listening.

In an effort to support our ELLs in their home language, we attempt to place our students with teachers who speak Spanish especially our Entering and Emerging students. Those of our students who speak Bengali, Chinese or Arabic, efforts are made to introduce them to other students who share the same language. Furthermore, we supply our ELL's with materials in their native language, such as bilingual dictionaries, and glossaries of key content area terms. Additionally, we use the computer to translate and provide our students with online information in their native language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not applicable.

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

As part of an ENL research-based program, which is comprised of content area instruction in English with home language supports and appropriate scaffolds, we pair up students in class who share the same native language, and provide supplementary materials such as glossaries, dictionaries and use of the computer. Homework and classwork assignments are made available in English and the native language for our beginning ELL students.

7. For dual language programs, answer the following:

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

Not applicable

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

We use data from the NYSTIELL, NYSESLAT, AMAO, MOSLand other on-going in-house assessments given by our teachers to evaluate the success of our programs for all of our ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The steps followed for the initial identification process are as follows and will be completed within 10 days of the students enrolling in AOIT: When a parent and student comes in to register for the first time and they are new to the NYC School system, they are first brought to the main office where an Informal Oral Interview ENL teacher has an interview with the student and parent as a way to get to know their over view of school history. Then a certified pedagogue assists the parent with the completion of The Home Language Survey. If the child is identified as a potential ELL, they are then given the placement exam which consists of the NYSITELL in English, and if their home language is Spanish, they are administered the Spanish LAB. Once these documents are hand-scored a determination of their ELL status is made and the student is programmed accordingly. Next, the NYSITELL and Spanish Lab are scanned into ATS. In addition, in order to evaluate ELL's, ENL teachers review the NYSELSAT modality report to identify trends and create level appropriate classes for each student. In order to ensure that this happens within 10 days we first do in class administration of exams and if necessary do pull out in order to expedite the testing process.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We use the SIFE Oral Interview questionnaire and other in-house assessments to identify SIFE ELL's. Initial SIFE status indicated in ATS (BNDC) within 30 days of initial enrollment. For those who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish the LENS will be administered as per the current ELL Policy and Reference Guide.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team. In the event that a student enters our school with an IEP, whose HILLS indicates a second language, our LPT team will be discuss this and develop a plan for the child. The following staff members are on the LPT team: Principal: Ms. Fowlkes, Assistant Principal: Ms. Lynch, ENL Coordinator : Mrs. Levystone, Special Education Coordinator : Ms. Woodham, the student's parent/guardian and a qualified interpreter of the language or mode of communication the parents best understand. The LPT Determination Form will be completed indicating the decision of the team. If the LPT team determines that the student may have

English Language acquisition needs, the student must take the NYSITELL. If the team has determined that the student does not have English acquisition needs and should not take the NYSITELL, the Principal will either accept or reject this recommendation. If the Principal rejects this recommendation then the Superintendent or Superintendent's designee must render a final decision within 10 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
First, we grade the NYSITELL and if the student is entitled to ENL services we then immediately send out an entitlement letter in the parent's home language within the first 5 days of school. If the student is not eligible for ENL a non-entitlement letter is sent as well. Entitlement and non-entitlement documents are always sent to the parents in their respective languages. Ms. Levystone, ENL Team Leader and Ms. Alarnick, ENL take care of all letters sent out notifying parents ENL eligibility or non-eligibility.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
We tell all Parents that they have the right to appeal the ELL status of their child within 45 days at the initial oral interview or the Back to School night that we hold for our department. The staff members responsible for communicating this information to parents are Ms. Levystone and Ms. Alarnick of the ENL department. In order to maintain copies of letters we ensure that each ENL student has a folder located in the ENL office where all copies of documentations and letters sent out are store and kept on record.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Within the first 10 school days we contact the parents via phone inviting them to either an individual or group Parents Orientation meeting where we present the video, in the home language of the parent, explaining the three program choices available in New York. The ENL Department is collectively responsible for this process (Ms. Levystone, Ms. Weaver, and Ms. Alarnick- Certified ENL Teachers). In the event that we can not contact parents via telephone we will follow up with sending out certified letters. Parents also have the option of meet the ENL Department to learn more about the three program choices at Curriculum Night and Parent Teacher Night.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents who are unable to attend the orientation meetings receive the paperwork by mail or it is sent home with the student. Reminder phone calls are made until the paperwork is returned. In the event that the forms are not returned, parents are made aware of the default programs. The placement letter is sent home explaining that the child will be placed at the default program. The primary ENL Teachers responsible for this task are Ms. Levystone and Ms. Alarnick. Parent Surveys and Parent Selection forms are given out through the ENL office during individual parent meetings and Curriculum Night (Back to School Night). All documents are kept in each ENL student's individual file.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Coordinator along with Ms. Alarnick is asked to follow up with all parents who have not completed or returned the Parent Survey and Program Selection form in their native language. In the event we do not have on site translation available we will reach out to other schools on the FKL Campus. The ENL Teachers collect the surveys and forms from each parent during their initial conference with parents and store them in each child's individualized ENL folder. In the event that students do not complete the form/survey the appropriate outreach will take place including phone calls and letters.
9. Describe how your school ensures that placement parent notification letters are distributed.
Distribution of parent notification letter takes place at our initial parent conference. Parents receive them either at the end of the Parent Orientation meeting or they are sent home in their respective language. In the event that we can not reach the parent than the letter is sent home with the student.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A file is created for each ELL student containing all pertinent ELL documents. Ms. Levystone is responsible for all ENL records and are maintained in the ENL office located in room 361.
11. 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.
Firstly, all ENL students are reminded verbally during prep over the course of the Spring semester. As the date of the exam gets closer the ENL teachers give out 2 rounds of invitations that indicated the time/date of the exam. The exams are administered by Ms. Levystone and Ms. Weaver. As well, parents are informed of testing schedule. Furthermore all staff is informed of the dates/times that the test will be administered. Lastly, each student receives their testing schedule. All testing modifications are provided for all ELL students with IEP's. For example, readers for directions, scribes, and separate locations. The ATS reports that we use to determine NYSESLAT eligibility are taken from the BESIS section of ATS. These reports include the years of service report and the NYSESLAT score report.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Upon receiving and evaluating the NYSELSAT scores, letters are sent home in the parents' preferred language informing parents that their child is either continuing in the program, discontinuing the program or receiving transitional help. Ms. Alarnick, Parent Coordinator, and Mr. Toloza are responsible for all translation services. Ms. Alarnick is responsible for continued entitlement and support letters. Ms. Alarnick ensures that the letters are mailed home and that a copy is sent home with each student as a back up.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing Parent Surveys and Program selection form the trend shows that a vast majority of parents are requesting that their child be placed in our free standing ENL program. As the number grows our intent is to honor the parent's requests and open a bilingual program at our school. As of now we no parents who have opted for a bilingual program. The data that we use to support these trends is the parent selection form and our entering 9th grade student data shows that most students entering from middle school are in free standing ENL programs. This allows us to plan for the following school year by ensuring we have enough ENL teachers staff and ENL classes in our instructional program. As well, we continue to keep track of parents who are selecting either bilingual or dual language programs and opening them if needed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
Our organizational models include self-contained classes by level, pull out small group instruction and content area push in. Our self-contained classes are one period of ungraded and homogenously leveled grouped instruction. The push-ins and pull outs are all one period, graded and ungraded heterogeneously grouped. Some teachers push into English, Math and Social Studies classes. All the ENL teachers have common planning meetings in order to collaborate with the content areas teachers. During this time teachers discuss how to meet the needs of the ENL students while staying in alignment with the content curriculum. Different models of team teaching are discussed in an effort to come up with what best supports our ELL students, especially for our SIFE and SPED students.
 - TBE program. *If applicable.*
At this time not applicable.
 - DL program. *If applicable.*
At this time not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
According to CR Part 154 students who are Beginners/ Entering we ensure that they receive 360 stand alone minutes, 180 intergrated minutes in their content area classes. As for the Low Intermediate/ Emerging students they receive 90 stand alone minutes as well as 90 additional minutes in ELA. Finally the Advanced/ Expanding students received 90 minutes of instructional time in an intergrated ELA class per week.

Paste response to questions here:

3. Describe how core content is delivered in each program model. 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.
Content area classes, which are aligned to the Common Core Learning Standards, are delivered in English for one period or two periods differing by grade level and subject. In order to make content comprehensible for our ELL students, content area teachers use translated glossaries, visuals, a smart board, computers and other differentiated means to make content

comprehensible. Content area teachers also collaborate with the ENL teachers throughout the school year during our weekly common planning time and during organized in-house professional development in order to plan and implement differentiated lessons. Moreover, due to the high influx of Hispanic speaking ELLs, many ELL students have access to Spanish speaking teachers that cultivate their native academic language by providing verbal translations during classroom lessons. Additionally, monolingual teachers of content areas use films with subtitles, audios, and translated texts:

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

At this time we have a foreign language class in Spanish which our ELL's take and assessments are done in this class. We do not administer tests such as the ELE, since we currently do not have a dual language program.:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL department ensures that our students are appropriately evaluated in all four modalities of English acquisition throughout the year by giving frequent diagnostics and culminating projects. We use the NYSESLAT data as a baseline, as well as other assessments, to evaluate their progress, set goals in order to drive instruction.:

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Instructionally we provide our SIFE students with extra support through pull out/ push in services as needed. Our afterschool MESH (math, english, science, and history) Center for tutorials, and our Saturday regents prep program. These programs focus on teaching comprehension skills in reading and writing, test taking skills, organizational skills that will help them succeed in school. Also, during pull out instruction students focus on phonemic awareness and the fundamentals of reading and writing.

b. Instructionally, we provide newcomers with two 45 minute periods of self-contained ENL classes per day along with extra support during pull out and push in services. With these newcomers we focus on building students Basic Interpersonal Communication skills and fostering students Cognitive Academic Language Proficiency. We also encourage them to come to after school and Saturday regents prep classes for extra help.

c. Instructionally our plan for the students who have been receiving services for 4-6 years are incorporating thematic units where the students have to produce argumentative essays, interdisciplinary projects, oral presentations and read a variety of assigned texts. We also prepare them extensively for the NYSESLAT and Regents exams by carrying out practice tests and teaching test taking skills. We use NYSESLAT data to focus on improving student weaknesses in order to strengthen these areas.

d. Instructionally we provide long term ELLs with support services. The majority of our long term ELL students are special education students. We work in conjunction with the special education coordinator in an attempt to close their academic gap. Also, our ELL students who are in ICT classes receive additional support from a Special Education teacher certified in the content area. In addition, we use NYSESLAT data to identify which modalities they are struggling with and target those areas. Furthermore, we strive to build increased academic vocabulary and give intensive regents and NYSESLAT preparation. We also provide support for transition to college via the Student Success Center.

e. As per CR Part 154 our former ELLs receive 90 minutes of ENL/ELA or other core content area classes. Long term ELLs also receive testing modifications, this includes the following mandated testing modifications i.e. extended time, specific sections read up to three times and glossaries made available. We still provide them with supplemental materials in their native language as needed. The ENL teachers offer additional support for Regents preparation. Transitional ELLs are also invited to attend all afterschool and Saturday programs. Lastly, we work closely with their content area teachers to be sure they are on track and have made a smooth transition.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

As per the current English Language Learner Policy and Reference Guide, our school complies with the following "Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification process; These students should continue in the ELL status (and proficiency level if

Chart applicable) in effect at the time of discharge from the NYC and/or NYS public schools. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/ or NYS for 2 or more years must complete the ELL Identification Process described in this guide."

8. 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?

In our ICT classes we have several dual certified teachers working along side the general education teachers in the following content areas Science, Math, Social Studies and ELA. If there are is an ELL with SWD in an ICT class ESL teacher, as needed, will push into the class for additional support. Individualized Education plans are reviewed and teachers cooperatively plan to meet the needs of the students. This includes modified work within the classroom as well as project, assignments, and tests. SETSS services are also provided for ELL-SWDs within Advisory as well as through the push in model within the classroom. Para-professionals/school aides are also designated to specific students. All ELL-SWDs who receive mandated counseling attend weekly sessions with grade level guidance counselors and health center therapists if needed. In order to meet the individual needs of all ELL-SWDs our school assigns particular students to the appropriate special education teacher, this teacher will be responsible for providing accommodations and modifications as well as reporting on goals in the IEP. This includes any speech-language therapy or occupational therapy mandated on the IEP. As well, our staff works collaboratively in professional learning communities to ensure the students are receiving the services that they need. This includes monthly pupil personnel team meetings which are held to discuss individual student's academic progress, social/emotional needs, and recommended evaluations given by teachers, staff, and parents. Lastly, a service grid has been created for Sped teachers to document where/when students are receiving service and this information can also be located in SESIS.

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

As stated we have ICT classes with dual certified teachers who are providing additional support as we comply with the students IEP.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
Chart INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

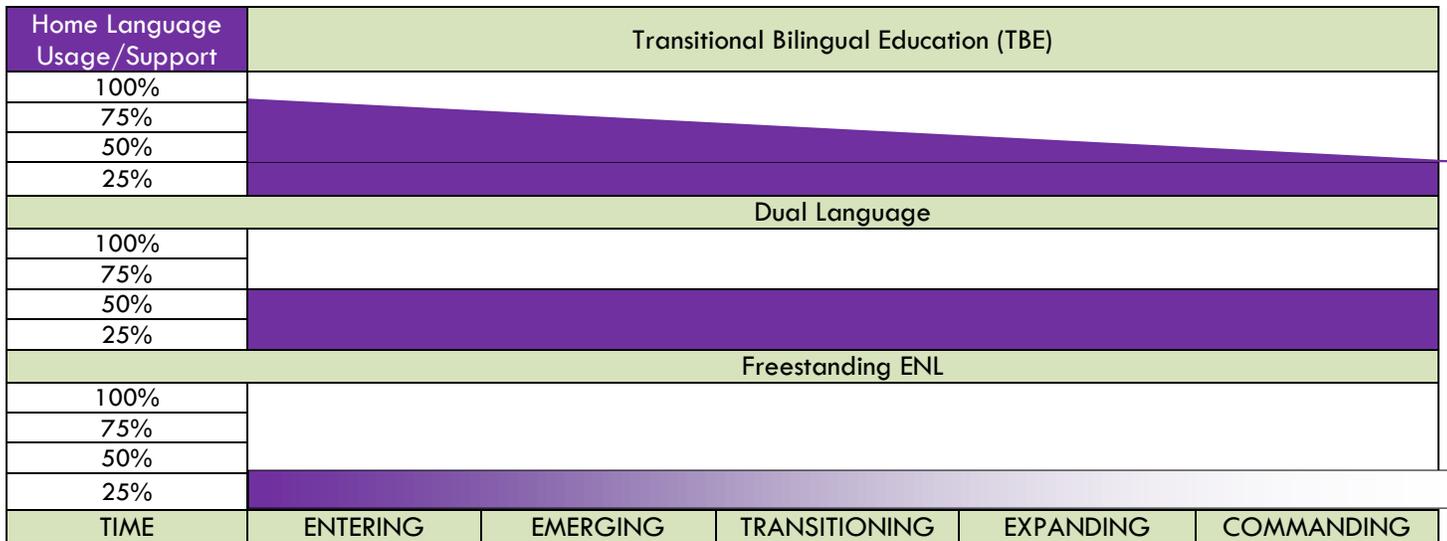


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. The targeted intervention services that are offered per each content area and per each sub-group consist of content specific afterschool programs at our MESH (MATH, ENGLISH, SCIENCE, HISTORY) center. Here there are teachers as well as peer tutors who help struggling students as needed. Saturday school is also provided in ELA and Math, and we have an Academic Intervention Services included into our school day. These programs are designated for all subgroups, and are focused on Common Core and Regents preparation and honing in on individual weaknesses.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is quite successful. As you can see from the NYSESLAT scores almost all of our students have moved up to the next level. The students are learning new academic vocabulary each day in all content areas classes, participating in D.E.A.R. (Drop Everything and Reading) and are writing daily in all of their classes.
12. What new programs or improvements will be considered for the upcoming school year?
This coming school year we are seeking to implement the D.E.A.R (Drop Everything and Read) program where students will be given quiet independent reading time with a book of their choice. We are looking into purchasing online support that will both improve our students BICS and CALP with the intention of preparing our students for the rigors of the new Common Core Learning Standards. We are integrating the use of in-class lap tops for the purpose of giving our students more access to technology.
13. What programs/services for ELLs will be discontinued and why?
None at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ESL students are invited to participate in all aspects of the academic and social life at AOIT. All informational documents and flyers are translated into the student's Native language. We have a variety of sports teams including baseball, volleyball, soccer, tennis, cricket, bowling, and track and field. Additionally, theatrical arts, academic clubs including the MESH center, are offered as well. Our students are given equal access to all afterschool academic programs and Saturday regents prep classes.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Translated glossaries, dictionaries and to the degree possible text books in their Native language. Additionally, we use curriculum designed specifically for ELL's according to their proficiency levels. Many of our classrooms have access to Smartboards, and we have been granted a laptop cart with several computers which we utilize during the self-contained ENL classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered as needed in our program through the use of bilingual dictionaries, peer tutoring, computers, and translated content materials.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The required services and support for our ELL students are met through ensuring that, regardless of ages and grade levels the students receive their mandated minutes based on their proficiency levels, through whole class instruction, push -in or pull -out model.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
During the summer newly enrolled ELLs' are invited to join our Summer Bridge program. This is a high school introductory program where students receive academic instruction in ELA and Math. The students also go on trips and become acclimated with the school environment.
19. What language electives are offered to ELLs?
Currently, Spanish is the only elective offered to all of students, including our English language learners.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not currently have a Dual Language Program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. The professional development plan for all ELL personnel at our school is ongoing. We have in house workshops and also attend outside PDs provided by the Office of English Language Learners within the Department of Education. The information is then turn keyed by one or more of the ENL teachers to our staff.
 2. In our in-house PDs, for the past 2 years we have had extensive training in incorporating the Common Core Standards and the Danielson Framework into our daily teaching practices. Our literacy across the curriculum PD is every Wednesday from 2-3:07 PM and our Danielson PD is held on the following dates from 3:30-4:45 PM: October 20th: MoSL Overview, Intro to Scholastic Reading Inventory, Danielson Framework, School-Wide Common Core Standards, October 27th: (2d) Managing Student Behavior & (2a) Creating an Environment of Respect, November 17th: (1e) Designing Coherent Instruction, December 5th (Saturday): (3b) Questioning and Discussion Techniques, December 15th: (3d) Assessment, January 12th: (3c) Engaging Students in Learning, February 9th: Revisiting Questioning (3b), March 15th: Revisiting Assessment (3d), April 12th: MoSL Preparation. Additionally, our entire staff have been participating in the following teams: Grade team, Content area teams, and Inquiry teams in an effort to synthesize various statistical and practical information that furthers extends our Professional development . In regards to workshops for content area staff our ELA teachers attend various PD offered by the Office of Teaching and Learning, our Math teachers attend A2i training on how to teach a common core aligned Algebra curriculum, and our Social Studies Teachers attend the New Visions for Public Schools common core US PD sessions. Furthermore, our SPED and Para Professional Team attend all Infinity Group SPED training sessions on how to support ENL students with IEP needs. Lastly, our AP attends monthly New Visions for Public School trains (BLIC) to strengthen her skills on building internal teaching teams.
 3. Several of our teachers participate in our Summer Bridge Program, which is designed to provide support for our students coming from Middle School to High School. In this program, students become familiarized with the academic and social expectations of High School. Trips are a part of this program and a ceremony celebrating their completion of this program.
 4. The 7.5 hours of ELL training for all staff is achieved through ENL teacher lead professional development and one on one content area ENL teacher meetings during our weekly planning time. In addition teachers have outside opportunities to supplement further ELL training. All new teachers receive extra support for incorporating literacy into their lessons which also benefit our ELL population, as one of their struggles is often writing. We also have a team that is comprised of 9th and 10th grade content teachers who are working to incorporate Judith Hockman's approach to writing in their classes. The goal is to help our students review the basic grammatical structures of English. . All of our students benefit from this and in particular our ELL students, as this is often especially problematic for our ELLs. Additionally, our ENL inquiry team has presented PDs to our entire staff, turnkeying some methods that they have found to be effective in reaching our ELL students academically.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The teachers at our school are encouraged to participate in outside PD's as well as going to visit other high schools who are finding effective ways to prepare ELLs for upcoming Common Core exams. All assignments, lesson plans, bulletin boards etc. at our own school must have the Common Core learning standards identified as a way for our teachers to really learn the standards and apply them every day in every class.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We have a very effective program called YELP that helps students transition from middle school to high school. Here the students get a chance to learn time management, organizational skills, study skills and other things that will help them be successful through out there high school career.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our ENL teachers give a series of PD's for the staff. Literacy strategies, cultural awareness topics and differentiated instruction are some of the topics that we cover during this time. Records are keep in a file cabit along with the agenda and teacher attendance of each PD.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

As part of our outreach to parents to discuss the program goals, progress of their children and assessment results, we invite parents to Curriculum Night. During this meeting all their teachers share the UBD, Curriculum Maps, NYSESLAT scores and show them materials and texts as a way of familiarizing parents with what is being taught in each content area. To ensure our ELL parents are able to participate in this event, we have in-house translators who assist with translations.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

In the ENL office we carefully file important ENL documents in, Spanish, Bengali, Chinese and other languages, as needed. This includes the HILS, Parent Survey and Selection forms and Placement letters etc. We reach out to Parents in their Native Language by letter and phone calls, inviting them to meet with us at an annual Orientation meeting so that we can answer questions they may have about the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At our school we have PTSA (Parent Teacher Student Association) which organizes various events and gatherings in which all Parents are invited. Phone calls and invites by mail are sent home to ELL parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time there is not a community based organization services ELL parents.

5. How do you evaluate the needs of the parents?

Our schools invites parents to take surveys that helps us get to know them and their concerns. Additionally, we have the Parent Coordinator that can be reached if there are any other inquiries.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities show that parents could benefit from Adult English Classes as well as Technology support.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!** School Name: **AoIT HS**
Superintendent: **Conyers**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess our 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 are as follows:

1. Each year the Parent Coordinator analyzes the data obtained through our ATS reports regarding the home language of all students at AoIT. Based on this data we assess the needs of our students in order to obtain the proper written and oral interpretation resources. If applicable we will use on site support service. However, we will out source to DOE approved vendors if need be.
2. Each year the ENL Department administers the Home Language Survey to all incoming ENL students to obtain the necessary information regarding their home language. This data is passed on to both our School Support Staff and Administrative Team. Based on the needs of our new ESL students we determine what resources we may need in correlation with written translation and oral interpretation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The major findings of our school's written translation and oral interpretation needs for the 2015-2016 school year are as follows:

1. Spanish written translation and oral interpretation services are in the highest demand as a majority of our students' home language is Spanish. Therefore, we report this to the school community through our Parent Coordinator and Spanish Teacher who consistently reach out to all staff members regarding supporting them with written translation and oral interpretation. This communication comes in the form of email and written updates to teachers/staff members on a weekly basis.

2. This current school year there was an increase in Parents who speak Spanish as their Native Language. Therefore, additional written translation and oral interpretation will be needed for the Fall & Spring Parent/Teacher Conferences and additional support for teachers when calling Parents and sending home letters in the mail.

3. Overall, most written translation and oral interpretation can be done in house or throughout the Franklin K. Lane Educational Campus where we share translation services with the four schools on our Campus (Brooklyn Lab, Cypress Hills, Multi Cultural High School). Furthermore, Multi Cultural High School provides in house Chinese, Bangali, and Japanese translation services that can be easily accessed when needed and are used periodically throughout the school year to support our Chinese/Japanese student population. For translations other than Spanish like Urdu or Punjabi, we reach out to the translation services.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are disseminated at our school year that require translation are as follows:

1. Principal and AP Welcome Letter
2. Parent Coordinator Welcome Letter
3. Dress Code Letter
4. Cell Phone Policy Letter
5. Parent Calendar/School Calendar
6. MESH Center Information
7. Saturday Regents Prep Information Flier, Calendar, and Sign Up
8. After School Tutorial Calendar/Registration
9. PSAL Sports Information
10. ENL Welcome Letter
11. Progress to Graduation Letters (Guidance)
12. Attendance Outreach & Letters
13. Planning Interview Documents
14. Senior Events Timeline/Information
15. Safe & Secure Documents (stairway signs, fire exits, etc.)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face to face meetings at your school that typically happen with parents are as follows:

1. Welcome new students/ Parents Meet Ups
2. Curriculum Night (September 30)
3. Senior Parent Meeting (September 30)
4. PTSA Meetings (monthly)
5. SLT Meetings (monthly)
6. Student Led Conference #1 (November)
7. Winter Show (December)
8. Student Awards (February)
9. Student Led Conference #2 (March)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The written translation services the school will provide are outlined below in accordance with the identified needs in Part B:

1. All Spanish written translation services will be provided in house through the Parent Coordinator, ENL Teachers, and Spanish Teacher. These staff members have been identified as teachers on site to support all school community members with ensuring written translations services are provided in a timely manner. If written translation services are needed teachers must place their request through the Parent Coordinator or Spanish Teacher who will reach out directly to Administration for approval of all materials requested for translation.
2. All written translation services that require immediate attention for languages other than Spanish (i.e. Bengali, Romanian, Chinese) are fulfilled using online resources or other in house school staff from one of the other schools on the FKL Campus. Furthermore, teachers are also encouraged to submit documents one month in advance in order for Administration to reach out directly to DOE vendors through the NYC Translation and Interpretation Unit.
3. Furthermore, key personnel such as our Parent Coordinator attend periodic professional development to obtain resources available to support the translation needs of our school community.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The oral interpretation services the school will provide are outlined below in accordance with the identified needs in Part B:

1. All Spanish oral interpretation services will be provide in house through both the Parent Coordinator, ENL Teachers, and Spanish Teacher. These staff members have been identified as teachers on site to support all school community members with ensuring written translations services are provided in a timely manner. If oral translation services are needed in advanced teachers must place their request through the Parent Coordinator or Spanish Teacher who will set aside the time according to his/her schedule. All immediate translation services (i.e. telephone calls) can be done in the main office located in room 310 where two support staff members speak Spanish and can be accessed at any time during the day.
2. All oral translation services that require immediate attention for languages other than Spanish (i.e. Bengali, Romanian, Chinese) are fulfilled using online resources or other in house school staff from one of the other schools on the FKL Campus. However, teachers are encouraged to submit requests one month in advance in order to reach our directly to DOE vendors through the NYC Translation and Interpretation Unit.
3. Oral translations are also available for parents via the automated telephone service that communicates with parents all school related activities that are taking place within the community. This service provides translations in multiple languages based on the needs of our students and all information is translated through written transcripts inputted directly into the system.
4. Furthermore, key personnel such as our Parent Coordinator attend peridic professional development to obtain resources available to support the interpretation system in place within our school community.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All information regarding translation and interpretation services at AoIT will be shared with the staff via the AoIT Weekly Updates which are emailed to teachers each weekend and outline the weekly school calendar along with providing information regarding staff policies and procedures. As well, the information regarding available translation servies will be reviewed and discussed with teachers at our weekly staff professional development that takes place on Wednesday at 2:00 PM. The following information will be shared via email (updates) and in person (staff PD):

1. Information regarding what parents will need translation and interpretation services.
2. Languages that each staff member speak and that are available for translation and interpretation servies in house.
3. FKL Campus translation and interpretation support network.
4. NYC DOE Translation and Interpration Unit vendors information.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In order to meet the parental notification requirements for translation and interpretation services each year the Parent Coordinator notifies Parents with regards to the schools and offices responsibility for assisting with services and provides parents with a copy of the Bill of Parents Rights and Responsibilities as aligned to the required translation and interpretation services provided. As well, the Parent Coordinator obtains all data regarding what languages translation and interpretations services are needed in to ensure that all documents are prepared according to the Parents' needs each year.

In addition, the main office will post the available language services for Parents along with information regarding languages that will be translated and interpreted using the NYC DOE Translation and Interpretation Unit. In the event a Parent needs immediate assistance and does not speak one of the languages available for translation we will contact one of the other schools on our Campus within our network of translation and interpretation on the FKL Campus.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from Parents on the quality and availability of services the Parent Coordinator and ESL Team/Department periodically check in with parents. ENL teachers invite parents to cultural celebrations i.e. Latine festival, end of the year celebrations. Additionally Welcome back night we ask parents to come in and met the ENL department and review the program. The Parent Coordinator meets with Parents each month at our PTSA meeting and will present Parents with a brief survey in December and then again in May to gather feedback. As well, the ESL Team/Department will meet with Parents during Curriculum Night and Student Led Conferences (November/March). At this time the ESL Department will have Parents complete a brief survey regarding the quality of the translation and interpretation services given to parents at AoIT.

Once information is obtained from the first Parent survey we will meet as a Translation and Interpretation Team to review the information obtained in order to make strategic improvements to the quality of our translation and interpretation services provided to Parents. The team will meet again in May once the final survey data is obtained to discuss improvements to our services for the upcoming school year.