

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**30Q258**

**School Name:**

**ENERGY TECH HIGH SCHOOL**

**Principal:**

**HOPE BARTER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Energy Tech High School School Number (DBN): 30Q258  
Grades Served: 9-11  
School Address: 36-41 28<sup>th</sup> Street, Long Island City, NY 11106  
Phone Number: 718-472-0536 Fax: 718-472-0490  
School Contact Person: Hope Barter Email Address: hbarter@schools.nyc.gov  
Principal: Hope Barter  
UFT Chapter Leader: Medina Del Castillo  
Parents' Association President: Yonette Griffith  
SLT Chairperson: Hope Barter  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Luis Minano  
Student Representative(s): Arthur Rocha  
Rayshmee Singh

**District Information**

District: 30 Superintendent: Fred Walsh  
333 7th Avenue, New York, NY  
Superintendent's Office Address: Room 715  
Superintendent's Email Address: fwalsh@schools.nyc.gov  
Phone Number: 212-356-3754 Fax: 212-356-7514

**Borough Field Support Center (BFSC)**

BFSC: Queens Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn, NY Suite 616  
Director's Email Address: aanorma@schools.nyc.gov  
Phone Number: 718.935.5618 Fax: 718.935.5941

## 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)
Hope Barter	*Principal or Designee	
Medina del Castillo	*UFT Chapter Leader or Designee	
Yonette Griffith	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Luis Minano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Arthur Rocha	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rayshmee Singh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Marc Solomon	Member/ Parent	
Brenda Davis	Member/ Parent	
Tahmina Begum	Member/ Parent	
Antonette Bartelucci	Member/ Teacher	
Tania Mohammed	Member/ Teacher	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

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

Energy Tech is going into its third year of development, and currently serves 228 students in grades 9 and 10. At the end of Year 1, almost 94% of our first cohort of students earned 10+ high school credits, 89% passed their mathematics Regents examinations, and 84% passed their Living Environment Regents examinations. Nearly 60% of current 10<sup>th</sup> grade students have passed their mathematics Regents examinations with a score of 80 or higher, which is the CUNY benchmark for proficiency and access to college coursework. Approximately 80% of 10<sup>th</sup> grade students successfully completed at least one college class – HUP 102, Critical Thinking or Math 115, Algebra II/Trigonometry. Energy Tech anticipates a student body of approximately 350 students in grades 9 through 11 in the fall, and will continue to offer these two courses as well as Math 200 (Precalculus) and two entry-level engineering college courses (AutoCAD and Introduction to Engineering). These accomplishments show growth in the area of rigorous instruction and academics, as well as a supportive environment for students. That being said, we aim to further our development in these areas to ensure that 100% of our students are provided with the instruction and supports necessary to thrive in an early college and career environment. Further, we aim to continue to improve collaborative between teachers and between our school and our college and industry partnerships. With increased collaboration, we are confident that we will continue to refine curriculum to ensure a seamless transition from high school to college and career coursework, and we anticipate raising the percentage of students earning benchmark scores in the entry-level college courses (MAT 115, HUP 102, and ENG 101).

Energy Tech has raised and continues to focus on raising the percentage of female students – who are traditionally underrepresented in the school's area of focus – from 15% to 22% over the course of its first two years of development through targeted recruitment efforts. The current 9<sup>th</sup> grade cohort is comprised of 76% male and 24% female students. The school continues to focus recruitment efforts on raising the number of incoming female students, as well as providing support and resources to retain current female students. Energy Tech was recently awarded a competitive grant from Verizon to expand its Women in STEM programming, specifically to further develop the school's Robotics Initiative and a series of workshops, trips, guest speakers, and networking events for students. In the coming year, Energy Tech will expand this initiative. We strive to ensure that our environment is supportive of all groups of students, and feel confident that with continued focus, we will continue to raise our percentage of young women and improve their perceptions of the industry, as well as their confidence and performance in STEM subjects.

In Year 2, Energy Tech sought to improve credit accumulation and Regents pass rates – at the 80+ benchmark – in order to increasingly move all students toward the CUNY benchmarks so that they are able to participate in college coursework at specific points in our 6-year scope and sequence and take full advantage of our 9-14 school model. We aimed to reduce the number of students who are programmed for our summer mathematics intensive, which is a non-credit college course focused on building a strong algebraic foundation and a bridge to Geometry and Algebra II/Trigonometry. These activities were further supported by a growing partnership with Liberty Partnership at LaGuardia Community College. Over the course of the past year, this partnership has also offered students the opportunity to

participate in weekend and summer classes in: engineering (GIS, statics, SolidWorks, etc.), SAT preparation, swimming, digital photography, Latin dance, the Art of New York City, poetry, and more. In Year 3, we will further expand our academic intervention and extracurricular enrichment programs. We believe that in order to build a supportive environment and to cultivate strong community ties, having a well-rounded program with multiple non-academic outlets is essential.

In school year 2014-2015, Energy Tech continued to develop the 6-year scope and sequence of high school and college coursework, the backbone of college and career preparation courses and experiences, as well as industry exposure events – and progressively internship and other hands-on career development activities. Approximately 25% of 10<sup>th</sup> grade students have already participated in a semester-long job shadowing intensive, and 100% of 10<sup>th</sup> grade students participated in monthly mentoring and network events with 25+ mentors/professionals from our industry partnerships. 100% of 9<sup>th</sup> graders participated in industry field visits. These programs are focused on building awareness of career opportunities within the local utility industry, excitement about STEM fields in general, and further guidance for students in meeting their personal, academic, and professional goals. Specific programming has been developed in response to and aligned with data stemming from a survey designed and implemented in collaboration with the Early College Initiative at CUNY. Based on responses in Years 1-2, Energy Tech will additionally expand these programs in Year 3 through increased collaboration with partners.

In efforts related to strong family and community ties, Energy Tech has also focused on increasing parent involvement by offering additional opportunities to access information both about their children’s learning and development, and also about upcoming events, programs, and opportunities at the school. Specifically, Energy Tech launched the PowerSchool system in Year 2, in partnership with the Early College Initiative at CUNY. In this system, teachers share grades, comments, and other information electronically with students and families on an ongoing basis. The school has also undertaken a significant website re-design and re-launch project to better communicate with current and prospective families, partners, and the greater community. Additionally, we have initiated a monthly Community Coffee Hour, which is a casual forum for parents and community members to learn more about current happenings at the school, participate in decisions, and explore a range of topics of popular interest (e.g. guest speakers from our partnerships, workshops about parenting topics of choice, etc.). This is part of a broader strategy to improve communication, based on feedback from the school survey, as well as in internal comprehensive needs assessment. Year 3 will see continued expansion in this area.

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

### 30Q258 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	227	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	1	# SETSS	4	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	6
School Composition (2013-14)					
% Title I Population		117.8%	% Attendance Rate		93.4%
% Free Lunch		66.4%	% Reduced Lunch		10.9%
% Limited English Proficient		6.7%	% Students with Disabilities		19.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		0.8%	% Black or African American		10.9%
% Hispanic or Latino		41.2%	% Asian or Native Hawaiian/Pacific Islander		22.7%
% White		13.4%	% Multi-Racial		0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# 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)		N/A	% Teaching Out of Certification (2013-14)		16.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		1.63
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		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		93.2%	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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			
<b>Accountability Status – High Schools</b>					
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 Graduation Rate (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			

## 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.

A comprehensive review of data relating to rigorous instruction at Energy Tech was conducted by closely analyzing STARS scholarship reports, NYSED Regents examination reports and item analyses, PowerSchool reports, grade and content team minutes and work products, teacher anecdotal records and information, New School Quality Review (NSQR) feedback, curriculum and lesson review, and student feedback. In both NYC school surveys and a school-generated survey developed in partnership with Early College Initiative at CUNY, students self-reported that “they need to work hard to get good grades”. We also reviewed the numbers and percentages of students attending after-school, Saturday, and summer support and enrichment activities. Approximately 60% of the student body attended Saturday Academy for test preparation this year.

NSQR, Quality Review, and Advance teacher observation reports indicate a need for increased focus on the school’s key instructional methodology, in particularly questioning and discussion techniques and assessment. Collection of sample assessments and teacher work products also provide evidence for the need for additional professional development in designing coherent lessons and units and academic rigor. Some of the school’s strengths in this area relate to improvement in collaborative learning practices and very strong structures for class and school environments for respect and rapport.

Energy Tech has reviewed ALEKS, Achieve3000, and Wilson data to track progress of students, alongside mock Regents and NYSED Regents examinations. Based on all of these data points, Energy Tech has chosen to focus closely, again, on mathematics performance at the school. This is linked not only to the school’s focus in engineering but also the partner college’s benchmarks for student admissions into college-level coursework.

### 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 August 2016, at least 75% of Energy Tech rising 12<sup>th</sup> graders and 65% of rising 11<sup>th</sup> graders will have met the CUNY benchmark for proficiency (see new guidelines) on mathematics Regents examinations and will be eligible for college coursework through LaGuardia Community College. This relates to ensuring that all students have access to rigorous instruction, and ultimately take full advantage of our Early College and Career program.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Convene mathematics teachers in late summer and early fall to analyze trends in Algebra I Common Core assessment, as well as scholarship data</li> <li>• Class sizes in Geometry reduced, particularly for students who earned below 80% on the Algebra I Regents examination</li> <li>• Develop pacing calendar for year, as well as systems and structures (e.g. Google Drive files, meeting norms and times, unit template, tools for collaborative planning, etc.)</li> <li>• Review NYSED modules, previous year’s curriculum/lessons, AHIC materials, summer curriculum</li> <li>• Refine curriculum, and develop calendar of benchmark assessments by course</li> <li>• Conduct baseline assessments with students to create balanced classes</li> <li>• Train and deploy LaGuardia field work in-class tutors</li> <li>• Review curriculum for UDL Principles</li> <li>• Support all students in the creation of Delta Math, ALEKS, and EdReady accounts for self-directed, self-paced online learning, as well as periodic assessments and regular homework tasks</li> <li>• Meet as team on weekly basis to review online and classroom data</li> </ul>	<p>All students  Lowest 3<sup>rd</sup></p>	<p>Summer - Fall</p>	<p>AP Math/Sci/CTE  Lead math teacher  Math department  Principal  Peer Collaborative Teacher  Special Education Lead</p>

<ul style="list-style-type: none"> <li>• Regents preparation classes are conducted for targeted students beginning in December and running through January</li> <li>• Weekly grade team and content teams identify students in need of after-school tutoring, which is conducted by the math department on Wednesdays and Thursdays in the computer lab</li> <li>• Teacher conducts ALEKS/EdReady training for parents at October Community Coffee Hour</li> <li>• Computer lab is opened for students starting at 8:00am three days per week, and from 3:00-4:00pm three days per week</li> <li>• Math Labs added to all math courses</li> <li>• Mastery and re-teaching intensive conducted with lowest performing third of 9<sup>th</sup> and 10<sup>th</sup> grade students during January Regents week</li> </ul>			
<ul style="list-style-type: none"> <li>• Mid-year check-in for college-level mathematics courses</li> <li>• Students are re-grouped for second semester classes based on teacher recommendation</li> <li>• Teachers review mid-year Regents data and benchmark data to plan for spring Saturday Academy and to revise spring curriculum and interventions</li> <li>• March Student-led Conferences (SLCs) include the presentation of math progress, including Regents/mock-Regents scores, ALEKS/EdReady data, and PowerSchool reports</li> </ul>	<p>All students</p> <p>Lowest 3rd</p>	<p>Fall - Winter</p>	<p>AP Math/Sci/CTE</p> <p>Lead math teacher</p> <p>Math department</p> <p>Principal</p> <p>Peer Collaborative Teacher</p> <p>Special Education Lead</p> <p>Early College Liaison</p>
<ul style="list-style-type: none"> <li>• Spring Saturday Academy runs from May – late June</li> <li>• Teachers continue to develop, assign, and analyze benchmark assessments</li> <li>• Teacher push-in support services added to classes as needed, based on data</li> <li>• Additional after-school hours and resources are allocated for after-school tutoring as needed</li> <li>• Early College Liaison monitors Math 115 class, providing feedback to Algebra II/Trigonometry teacher to inform next steps for students and curriculum</li> </ul>	<p>All students</p> <p>Lowest 3rd</p>	<p>Spring - Summer</p>	<p>AP Math/Sci/CTE</p> <p>Lead math teacher</p> <p>Math department</p> <p>Principal</p> <p>Peer Collaborative Teacher</p> <p>Special Education Lead</p> <p>Early College Liaison</p>
<ul style="list-style-type: none"> <li>• Summer Enrichment class offered to students who do not meet the 70 benchmark</li> </ul>	<p>All students</p> <p>Lowest 3rd</p>	<p>Summer</p>	<p>AP Math/Sci/CTE</p>

<ul style="list-style-type: none"> <li>• Summer case study offered to students who exceed the 70 benchmark</li> <li>• Parents invited to end-of-summer exposition and annual potluck, in collaboration with the ETHS Parent Association</li> <li>• Students re-take Regents examinations in August</li> <li>• Summer Retreat to reflect upon progress – teachers, school leaders, parent and student representatives, college faculty, Early College Liaison, etc.</li> </ul>			Lead math teacher Math department Principal Peer Collaborative Teacher Special Education Lead Early College Liaison
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p><b>Human resources:</b> 4 full-time mathematics teachers, 1 part-time mathematics teacher, Early College Liaison support, adjunct professors for Math 115 class and Summer Enrichment sections</p> <p><b>Instructional resources:</b> ALEKS/EdReady online math course supplement for all students; Delta Math online practice for all students; AHIC/College Focus curriculum; Shell Centre, PRISM, EngageNY, and other Common Core-aligned performance tasks; manipulatives; additional graphic calculators, tablets, and laptops</p> <p><b>Schedule adjustments:</b> 1 additional period per week per class for labs; extended day, week, and year</p> <p><b>Other resources:</b> Title I funds allocated for Saturday Program; CUNY and grant funds used for summer and online programming</p>
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<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>School will administer a mid-year benchmark assessment to determine progress. More specifically, the school will administer a department-created mid-course mock Regents examination and will conduct an item analysis to monitor progress of students toward meeting goals for Algebra I, Algebra II, and Geometry Regents benchmarks.</p> <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>
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## 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.

The terms “safe, supported, and challenged” happen to be 3 of the 5 core values at our school. When we designed foundational programs and practices for Energy Tech, we brainstormed what it would look like, sound like, and feel like for students and members of our community to be safe, known and valued, challenged and supported, and accountable and empowered. From this set of ideas, our founding team shared the responsibility for the design, implementation, and monitoring of targeted programs and practices, such as our monthly Town Hall meetings, or our conflict resolution model. Periodically, we have, as a staff, come together to reflect upon our progress in these areas, and have made adjustments as needed. Based on last year’s data, the school developed a morning “check in” procedure for students, in which each student meets with a staff member in a small group each day before classes begin. We also have 3 trained Respect for All liaisons, a full-time guidance counselor, a full-time social worker, a parent coordinator, and two additional community titles. Our guidance counselor and social worker are trained in conflict resolution and mediation, and a small team is trained in Restorative Circles, which are an emerging practice at the school, and for which the school receives support from Morningside. Based on successes in reduction of disciplinary actions in Year 2, the school will expand its successful youth development team to include one additional guidance counselor, and will expand training in restorative practices for all staff.

Additionally, the school has worked with Ramapo for Children, and has provided staff workshops in positive behavior support, including a full-day team-building retreat. Energy Tech has also engaged students in a full-day retreat at the Ramapo campus in Rhinebeck, NY, as well as a day of team-building at Chelsea Piers. Students also have access to a wide range of extracurricular programming after school, on the weekends, and during the summer. There are opportunities for after-school tutoring 3 days per week, for Saturday academic support, and also optional summer support and enrichment. Approximately 60% of students have participated in Saturday programming, and almost 80% of students participated in summer programming – the majority of which is optional. Finally, we have developed and continued to refine our in-class tutoring support for students by LaGuardia Community College field work interns.

In reviewing where Energy Tech stands with respect to this standard, we have analyzed attendance data, discipline referrals, OORS data, student survey data, and qualitative feedback. In a spring 2014 survey, 84.9% of students indicated that one of the best aspects of Energy Tech is the staff, and reported feeling supported in academic and other issues by their teachers. From 2013-2014 to 2014-2015, there has been a significant reduction in OORS incidents and other classroom referrals, as a result of the steps that the school has taken to continuously revisit its culture and environment for learning. Indicator 3.4 was rated Highly Effective in our most recent Quality Review, and was highlighted as an area of celebration.

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

### Part 2 – Annual Goal

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.

By June 2016, 90% of female students will have participated in the school's Women in STEM programming, and at least 75% will demonstrate increased interest in STEM and classroom performance, as will be evidenced by school-generated survey data and academic records.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Develop a baseline survey for young women at Energy Tech to collect information about their academic and career interests, current STEM performance, etc.</li> <li>• Convene a focus group of young women to determine topics for focus</li> <li>• Convene WinSTEM committee, comprised of teachers, leaders, Industry Liaison, College Liaison, guidance staff, Parent Coordinator, Community Associate, and parent/student representatives</li> <li>• Collaboratively develop a scope and sequence of mentoring, networking, field trips, guest speakers, robotics events, and other activities for the school year</li> <li>• Recruit students, mentors, and supervising teacher for the program; advertise widely among families and community</li> <li>• Elect student leaders for program</li> </ul>	<p>Female students</p>	<p>Fall - Winter</p>	<p>AP Math/Sci/CTE</p> <p>Teacher mentors</p> <p>Industry Liaison</p> <p>Early College Liaison</p> <p>Principal</p> <p>Student leaders</p>

<ul style="list-style-type: none"> <li>• Launch VEX robotics program as a supplement to the existing FIRST FRC Team (5298)</li> <li>• Commence weekly program meetings</li> <li>• Engage WinSTEM participants in fall recruitment for incoming 9<sup>th</sup> grade class</li> </ul>			
<ul style="list-style-type: none"> <li>• Teacher and college mentors will conduct weekly programming in areas including: coding basics, SolidWorks, 3-D printing/fabrication, etc.</li> <li>• Club will participate in field trips, networking, and job shadowing events at venues such as LaGuardia Community College, Google, industry partnerships, etc.</li> <li>• Group will participate in VEX robotics curriculum and competitive events</li> <li>• Other school staff, including Youth Development Team, will present</li> </ul>	Female students	Winter-Spring	AP Math/Sci/CTE Teacher mentors Industry Liaison Early College Liaison Principal Student leaders
<ul style="list-style-type: none"> <li>• School will conduct a mid-point survey and review of performance data to measure impact on students</li> <li>• Club will continue with trips, networking, and other career-readiness activities</li> <li>• Club will continue to participate in VEX robotics challenges</li> <li>• Club will explore other STEM topics of student interest</li> <li>• College mentors will review grades and goals on a weekly basis with students</li> </ul>	Female students	Spring-Summer	AP Math/Sci/CTE Teacher mentors Industry Liaison Early College Liaison Principal Student leaders
<ul style="list-style-type: none"> <li>• WinSTEM will participate in summer enrichment activities, including a trip to Brooklyn Grange, various power plants, various technology centers, etc.</li> <li>• WinSTEM will continue to participate in robotics activities, and will plan recruitment activities for the next cohort of students</li> <li>• Culminating celebration, final assessment and presentations</li> </ul>	Female students; additional interested students, particularly from school subgroups	Summer	AP Math/Sci/CTE Teacher mentors Industry Liaison Early College Liaison Principal Student leaders

**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.

College and industry partnerships, grant funds, per-session funding for staff, stipends for mentors

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

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

School will conduct a survey via Google Drive for all students who participate in the WinSTEM program to measure the change in perceptions about engineering and STEM subjects. School will also run scholarship reports for targeted students to measure change in performance in STEM subjects. Finally, school will collect attendance sheets to verify percentage of targeted students who are participating in the program activities.

**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.

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

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

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

### Part 2 – Annual Goal

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, 90% of teachers will have participated in at least 3 collaborative planning sessions with LaGuardia Community College and other partnership faculty and staff, which will result in curriculum updates, as will be captured in the school’s Rubicon Atlas curriculum mapping system. As a result, the school aims to see a 10% increase in the percentage of students achieving the benchmark score or higher on entry-level college courses (HUP 102, ENG 101, and MAT 115).

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• College Liaison and AP will collaborate to develop a calendar of meetings, protocols for meeting, and expected work products for high school teachers</li> <li>• Liaison and Principal will present overview of school to college department heads in preparation for department planning sessions</li> <li>• Liaison will schedule meetings for faculty and teachers at the college and high school in order to strengthen the partnership and ensure that students are learning the material and skills needed to transition into college classes</li> <li>• Faculty will present syllabi and other curricular resources to acclimate high school teachers to the expectations for the college courses students will take by discipline</li> <li>• Faculty and teachers will discuss challenges, expectations, content and innovative teaching methods in preparing students for college courses</li> <li>• Faculty and teachers will collaboratively look at student work to identify areas for improvement in high school curriculum</li> <li>• Faculty will review high school syllabi and curriculum overviews, providing feedback to strengthen the alignment with college coursework</li> </ul>	<p>Energy Tech core content area teachers</p>	<p>December - June</p>	<p>AP, College Liaison, Guidance Team, Peer Collaborative Teacher</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.

**Human resources:** Early College Liaison, Industry Liaison, Community Associate

**Instructional resources:** Rubicon Atlas Curriculum Mapping system; college syllabi; ETHS curriculum and rubrics

**Schedule adjustments:** Release time for teachers

**Other resources:** Stipends for college faculty; per-session for teacher overtime

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

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

By February, all teachers will have participated in at least one planning session with relevant faculty, and will have captured revisions to curriculum in Atlas. By February, mid-year college course scholarship reports will demonstrate at least a 3% increase in student grades at or above the benchmark score in entry-level college courses (HUP 102, ENG 101, and MAT 115)

**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.

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

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

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

Finally, in reviewing Year 2 data from Atlas, unit maps, and other observation data, we determined the need for increased work in rigorous collaborative tasks. An outline of revised action steps follows below.

### **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 August 2016, the Professional Learning Team at the school level will drive the inclusion of at least one DOK 3 and one DOK 4 collaborative learning task per unit in each content area, as will be measured by review of curriculum using Rubicon Atlas and Google Drive, as well as school-created research-based collaborative learning rubrics and tools.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• School leaders convene Professional Learning Team in fall of 2015 to meet on a weekly basis</li> <li>• Professional Learning Team develops norms and protocols for meeting</li> <li>• Team is provided training in Rubicon Atlas curriculum mapping platform</li> <li>• Team creates protocols for school staff to enter their tasks into curriculum maps for review; team</li> </ul>	<p>Professional Learning Team</p>	<p>Fall</p>	<p>Principal, AP, Peer Collaborative Teacher, Professional Learning Team</p>
<ul style="list-style-type: none"> <li>• Team collects and reviews existing tasks from each department and provides feedback using DOK tools</li> <li>• Team creates, in conjunction with supports from GE Skills Lab project, exemplar tasks</li> <li>• Team rolls out professional learning for whole staff in development and mapping of rigorous tasks</li> </ul>	<p>Professional Learning Team; Content Teams</p>	<p>Winter</p>	<p>Principal, AP, Peer Collaborative Teacher, Professional Learning Team</p>
<ul style="list-style-type: none"> <li>• Team provides whole-staff training during Monday PD sessions, as well as during content team meetings</li> <li>• Team facilitates "design labs", mirroring processes used during GE Skills Lab meetings</li> <li>• Team provides technical support with the use of Rubicon Atlas to map out curriculum and tasks</li> <li>• Team collects and reviews tasks to ensure proper alignment, providing feedback as needed</li> </ul>	<p>Whole staff</p>	<p>Spring</p>	<p>Principal, AP, Peer Collaborative Teacher, Professional Learning Team</p>

<ul style="list-style-type: none"> <li>Team leads whole staff in end-of-year task symposium</li> </ul>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Human resources:</b> Principal, AP, content leads											
<b>Instructional resources:</b> Buck Institute materials, Google Drive, additional Buck Institute training											
<b>Schedule adjustments:</b> Team to meet on Tuesday mornings before the start of school											
<b>Other resources:</b> Per-session funds for teachers to work outside of school time											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 mid-year point in February, the Professional Learning Team will conduct an initial review, and project that at least 75% of curriculum maps will reflect the targeted tasks in at least one unit.
<b>Part 5b.</b> 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 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.

In reviewing parent involvement data for SY 2013-2014 and SY 2014-2015, Energy Tech reviewed PCAR data, sign-in sheets from PA meetings, open houses, and other events, as well as attendance at workshops. The school also reviewed parent and family contact logs, JupiterGrades data, and Global Connect reports. The school made note of the fact that there was 75-100% attendance at events involving student progress, such as parent-teacher conferences. Parent contact with the school was frequent regarding student grades, particularly through the use of the online gradebook tool.

Looking at Parent Association and other event data, however, reflected a lower percentage of families in attendance. Because of this, the SLT and PA Executive Board, as well as other school stakeholders, devised new strategies to improve family participation in both academic and non-academic life at Energy Tech. The school reflected upon NYC school survey data and anecdotal feedback to take steps to improve community-wide communication and access to activities and events, and to plan a series of high-interest ways in which families can play a more active role in day-to-day life at Energy Tech. Some of these included Community Coffee Hours, family workshops, a Spring Showcase, a Spring Awards Night, a family dessert social, etc. At the close of the year, the SLT brainstormed new ways to continue to improve attendance.

### 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.

By June 2016, Energy Tech will increase parent and community involvement in monthly PA and Community Coffee Hour activities by 15%, as will be evidenced by Parent Coordinator Activity Record reports.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• PA Executive Board, SLT, and ETHS Administrative Cabinet brainstorm ideas to improve communication and access, as well as to plan activities and events in alignment with family needs and interests</li> <li>• School designates a webmaster to regularly update the school website</li> <li>• School implements a parent needs-interests survey at fall open school nights</li> <li>• School reviews language access protocols/NYCDOE resources to increase access to language translation at meetings and events (e.g. utilizing bilingual staff and community members, utilizing NYCDOE phone-in resources, etc.)</li> <li>• School sends out a monthly family and partner newsletter that is available in print and through e-mail; newsletter contains course updates, announcements, interest stories, pictures, calendar of events, etc.</li> <li>• Parent Coordinator sends a weekly e-mail blast to families, guided by weekly Google Forms that are collected from staff</li> <li>• School hosts a Community Coffee Hour on the first Friday of every month – parents are invited to attend to hear updates, participate in workshops, ask questions, and stay for the monthly Town Hall meeting</li> <li>• School sends out a weekly staff e-mail newsletter to improve communication within the school community and</li> </ul>	<p>ETHS parents and community members</p>	<p>September - December</p>	<p>Principal, Parent Coordinator, Guidance and Social Work, Community Associate, PA Executive Board</p>

to celebrate the good work happening throughout the school			
<ul style="list-style-type: none"> <li>Parents are invited to celebrate the first college course, HUP 102, at student final presentations</li> </ul>			
<ul style="list-style-type: none"> <li>School continues with fall offerings, and additional offers a series of college readiness workshops for parents, per survey data showing parent interest</li> <li>School offers an annual Family Potluck Luncheon, in conjunction with the Parents Association, on the last Saturday before June Regents examinations</li> <li>School convenes a spring events subcommittee - comprised of staff, students, and parents - to coordinate our annual spring awards evening, and family-student social activities</li> <li>School offers an evening of the arts for families - including a painting workshop for families</li> <li>Per fall parent survey requests, Community Coffee Hours in the spring semester include: presentations about career options and readiness activities from school's industry partners, panel discussions about preparing to take college coursework, CBO presentations about fostering healthy social skills in adolescents, and managing stress.</li> </ul>	ETHS parents and community members	January to June	Principal, Parent Coordinator, Social Worker, Guidance Counselors, Assistant Principal, school partners, PA Executive Board

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Human resources:</b> Community Associate to assist Parent Coordinator with outreach											
<b>Instructional resources:</b> CBO support from Western Queens, Morningside, and NYC Parent Partnerships											
<b>Schedule adjustment:</b> N/A											
<b>Other resources:</b> N/A											
<b>Part 4b.</b> 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
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
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February review of PCAR reports and other school logs will reflect at least a 5% increase in parent participation at school events on a monthly basis.

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

	<ul style="list-style-type: none"> <li>• Marking period grades</li> <li>• Grade Team recommendation</li> <li>• Parent/student request</li> </ul>	<p>notes, graphic organizers, tiered problems, group tasks, and use of manipulatives and visual reinforcements (e.g. Khan Academy, screencasts, etc.). LaGCC student field work interns tutor individual students and groups in class, and out of class tutoring is also available. Math department also makes use of Delta Math and ALEKS to provide online support and student data.</p>	<ul style="list-style-type: none"> <li>• online</li> </ul>	
<b>Science</b>		<p>Co-teaching is available, and supports include a variety of co-teaching models. Course is co-planned to include a range of literacy supports, particularly focusing on building academic vocabulary and analyzing documents and texts. Extensive use of leveled texts, graphic organizers, collaborative learning, and study skills are planned into classroom instruction as well as out-of-class tutoring. Saturday support classes are offered, and additionally LaGCC field work interns tutor in class.</p>	<ul style="list-style-type: none"> <li>• small group – in class</li> <li>• small group – out of class</li> <li>• individual after-school</li> <li>• online</li> </ul>	<ul style="list-style-type: none"> <li>• before school</li> <li>• after school</li> <li>• in class</li> <li>• Saturday</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Prior year ELA</li> <li>• Baseline tests (e.g. NYCPA)</li> </ul>	<p>Co-teaching is available, and supports include a variety of co-teaching models. Course is co-planned to include a</p>	<ul style="list-style-type: none"> <li>• small group – in class</li> <li>• small group – out of class</li> </ul>	<ul style="list-style-type: none"> <li>• before school</li> <li>• after school</li> <li>• in class</li> </ul>

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

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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>In recruiting teachers and other staff for Energy Tech High School, advertisements were posted through the Department of Education New Teacher Finder and other portals, through high-traffic external sites, through the CUNY schools of Education, through high-performing teacher preparation programs (e.g. Math for America, Teaching Fellows, Columbia University, etc.), and through a network of experienced education professionals. In subsequent years, Energy Tech will continue to recruit through these avenues, and additionally through college and industry partnerships. Students and teachers participate in the interviewing process for new staff to ensure the best fit for our community.</p> <p>Leadership and team facilitation opportunities are presented to staff in order to better distribute leadership responsibilities, and also to develop and strengthen a pipeline of supervisory capacity at Energy Tech. Teachers are sent out on a monthly or quarterly basis for professional learning, particularly in the areas of facilitative leadership. Teachers participate in a monthly CUNY-run leadership institute, as well as a number of content-specific series of workshops. In-house professional development happens in content and grade teams, in Instructional Leadership Team, during contracted training times, etc. Teachers have access to college and industry professionals for ongoing collaboration about curriculum and instruction.</p> <p>The school makes use of an Assistant Principal, three part-time mentors, and other school staff (e.g. CUNY SSO staff, Early College Liaison, Early College Program Associate, Community Associate, Industry Liaison, etc.) to develop instructional, leadership, and 9-14 model capacity. Teachers and other staff are periodically engaged in industry activities, such as site visits and participation on steering and sub-committees, on a regular basis.</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 school program allocates time for daily and weekly team meetings for staff, as well as Monday after-school professional learning. Grade teams meet once per week and focus on individual studies and interdisciplinary issues. Content teams meet daily or weekly and focus on collaborative planning and looking at student work. The school program also makes time for weekly Instructional Leadership Team (ILT) meetings to drive targeted professional development and inquiry around student data. This will support leadership development and coaching capacity for teams and teachers at Energy Tech. The school also includes time for periodic Humanities and STEM teams, which are focused on activities such as academic vocabulary strategies and STEM argument rubrics. There are a number of</p>

opportunities to visit other teachers, and to participate in network and other out-of-school learning including Shakespeare Festival, Research in Science Education (RISE), UDL, facilitative leadership, sustainability practices, college and career curriculum development, CTE topics, etc. The principal attends monthly professional development facilitated by CUNY PSO, periodic professional learning focused on CTE, 9-14, and early college schools, as well as a Critical Friends Group (CFG) comprised of other principals. The principal also participates on a quarterly President's Cabinet at the partner college.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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.

Teachers are engaged in SLT, in Grade Teams, in Department Teams, and in instructional leadership teams. At the onset of the year, teacher leaders work closely with departments and with administration to determine appropriate benchmark assessments. Teacher leads meet weekly with administration to engage in action research and to plan professional learning for the greater staff.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State,

and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section 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	125,700	X	1-5
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,310,420	X	1-5

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I 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. **Energy Tech** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Energy Tech** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

**Energy Tech** 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 <b>30</b>	Borough <b>Queens</b>	School Number <b>258</b>
School Name <b>Energy Tech High School</b>		

### 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 <b>Hope Barter</b>	Assistant Principal <b>Rosabeth Eddy</b>
Coach <b>Antonette Bartelucci</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Tania Mohammed, Sarah Wasser</b>	School Counselor <b>Dayana Quinones</b>
Teacher/Subject Area <b>Medina del Castillo</b>	Parent
Teacher/Subject Area <b>Matthew Flood</b>	Parent Coordinator <b>Natalia Alvarez</b>
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### 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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>331</b>	Total number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	11	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	3	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	4	1	0	3	0	3	4	0	3	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										2	2	4		0
Chinese														0
Russian														0
Bengali											1			0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										1				0
<b>Emerging</b> (Low Intermediate)												1		0
<b>Transitioning</b> (High Intermediate)												1		0
<b>Expanding</b> (Advanced)										1	4	2		0
<b>Commanding</b> (Proficient)										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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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										4	5	3		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	0	0	0	0
Integrated Algebra/CC Algebra	4	1	3	1
Geometry/CC Algebra	2	2	1	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	2	2	1	0
Earth Science	0	0	0	0
Living Environment	4	1	3	1
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	2	2	1	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other <u>0</u>	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.  
 Energy Tech makes use of Achieve3000, Wilson intake assessments, teacher-created and MOSL baselines, and the Woodcock Munoz program to assess early literacy skills of ELLs. The preponderance of the data reflects that ELLs students are reading below level - between 3<sup>rd</sup> and 9<sup>th</sup> grade levels. Baseline reading and writing tasks reflect that students are able to formulate claims and use evidence to support these claims on a basic level. However patterns of weakness in writing center around counterclaims, organization, and writing conventions. ELL students at the transitional and emerging levels demonstrate some difficulties in the areas of syntax, grammar, and academic vocabulary. The study of this data informs the focus areas for opening units of the school year, and guidance around specific approaches to support in English Language Arts as well as stand-alone ESL classes. For example, it has guided the level of texts chosen for these classes, strategies for reading above-level texts in ELA and content area questions (e.g. recall and text-dependent questions, strategies for finding word meaning in context, previewing new vocabulary, etc.). Data has also informed the content for an after-school supplemental program, as well as the acquisition of additional materials (e.g. listening centers, iPads, supplemental literacy and mathematics online programs, dictionaries and thesauri, leveled libraries, graphic novels, etc.).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 During the most recent administration of the NYSESLAT, 7 out of our 11 eligible ELLs performed at the commanding level for all 4 categories - listening, speaking, reading, and writing. 10 of the 11 students performed at the commanding level for speaking and writing, and 8 of the 11 students performed at the commanding level for listening. The lowest performance category was reading, with only 7 of the 11 students meeting the commanding score in this area. Additionally, 75% of our current Long Term ELLs (LTEs) are also students with disabilities. The greatest gains on the NYSESLAT in the most recent administration were seen in our Newcomer population, with 2 "Beginners" moving to "Expanding" and 1 "Intermediate" student moving to "Expanding" after one year of service at our school.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ESL and Literacy team members use the AMAO tool to periodically check progress of ELL students toward meeting annual goals and objectives. Specifically, Energy Tech filters real-time data from ATS system regarding students' progress, credit accumulation, standardized testing performance, attendance, subgroup categories, etc. This information is tracked and filtered in the AMAO tool to identify students - specifically ELLs and SWDs - who demonstrate "early warning indicators" based on this data. For example, the data reveals a small subset of ELLs/former ELLs who are undercredited and/or who have failed one or more Regents examination. Only one ELL student who did not meet AMAO-2 is currently undercredited; 8 students have failed one of more Regents examinations; 100% of ELLs have met 90% or higher attendance; 82% of ELLs have met 95% or higher attendance. Of the ELL students who met AMAO-2 in the previous year, 100% met 95% or higher attendance, 50% failed one or more Regents examinations, and 100% are on track with credit accumulation.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Energy Tech has a very small data set relating to trends for test performance in a home language as opposed to in English (1 student took science and mathematics assessments in a home language, and was able to pass both after a second attempt in August). Over time, as more ELL students join our community as the school grows, we will closely follow this data to identify emerging trends. A Literacy Team will convene on a monthly basis throughout the year to track subgroup trends on literacy assessments, with a special focus on ELLs and more specifically Long Term ELLs (LTEs). At the onset of the year, the team reviews performance of ELLs on an English Language Arts baseline as well as an intake assessment for Achieve3000. These assessments measure students' current Lexile levels, as well as their Common Core performance in reading and writing. NYSITELL data is also reviewed for recent arrivals/admits. This data is used to plan groupings of students, ESL programming models, and referrals for supplemental services - including an after-school program and an extended school day program. As the team meets on a monthly basis, performance in English Language Arts as well as in other core subjects for current ELLs is reviewed, and recommendations are made about specific interventions as well as professional learning for staff. For example, the team has recommended and provided training the use of specific strategies such as "sentence starters" or graphic organizers to make meaning of key academic vocabulary for content area teachers. In addition, school leaders and ESL/literacy teachers use periodic ELL data to make recommendations for Saturday Academy support, after-school tutoring, Wilson interventions, curricular revisions for stand-alone classes, etc. From periodic assessments, we have been able to project that our ELL students will perform on a higher level in listening and speaking activities, and the data reflects lower performance on reading grade-level texts and producing coherent grade-level writing. From the WADE assessment, trends that we have noticed include struggles with decoding and phonemic awareness in a small sub-set of ELL students who have been subsequently programmed for Wilson support - with a high rate of success. Home language is used through translation support of texts (e.g. partner work in home language, connections to cognates, etc.).
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?  
During the summer and early fall, our administrative team works closely with ESL and literacy staff to consider students' current performance trends, spring data (e.g. NYSESLAT, Regents, credit accumulation, etc.) The team uses this data, along with SWD data, to program students in these subgroups first. Additionally, we have an ESL teacher represented in our school's Professional Learning Team in order to ensure that monthly professional development and other instructional decisions are made in alignment with the needs of children's second language development. Finally, ESL staff participate in content area and grade team planning with teachers on a weekly basis, and additionally participate in reflection on periodical school-wide data. Their participation in the school's teaming structure is essential to making informed decisions regarding language development.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. 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 review a number of data when we consider the success and efficacy of our school's ELL programs including but not limited to student attendance, credit accumulation, scholarship reports, performance on NYSESLAT, performance on Regents Examinations, etc. We review AYP based on the state targets - the percentage of students who advance a level on the NYSESLAT, and the percentage of students who achieve proficiency based on this examination. We use the AMAO tool to track students who have met these goals, as well as students who meet other criteria that we use to define success - attendance, credit accumulation, school performance, Regents performance, progress to graduation, etc.

## 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.  
Upon enrollment of students new to the NYCDOE public schools, our ESL coordinator administers the K-12 Home Language Identification Survey (HLIS) - this includes student and parent interviews. Depending on the results of the survey and interviews, eligible students are given the NYSITELL within 10 school days by the ESL coordinator. Our ESL coordinator has been trained for these activities by NYCDOE.
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).  
Energy Tech will administer an oral interview questionnaire to determine if students meet SIFE criteria - this takes place during the HLIS survey and interview, and the ESL coordinator works with the family to identify the student’s prior educational experiences. As appropriate, additional assessments are administered to students to evaluate for SIFE status.
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).  
ESL coordinator works with IEP team to determine student eligibility for special education services and the language in which special education programs and services are delivered. LPT team consisting of the principal, coach, ESL coordinator, and special education coordinator reviews evidence of student’s English language development. If students are determined to be eligible then they continue with the ELL identification process and take the NYSITELL.
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.  
ESL coordinator checks NYSITELL results upon completion and works with main office staff to deliver notification letters to families. ESL coordinator works with school leaders and testing coordinator to send letters resulting from NYSESLAT data each fall. The letters are generated from the NYCDOE website and are printed in the appropriate home language.
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).  
Energy Tech will, along with the notification letter that is sent initially regarding ELL status, provide parents with a written notification of parent rights regarding ELL status appeals. ESL coordinator will conduct outreach to ensure that families have received this information.
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.  
ESL coordinator - with translation/interpretation service as needed - conducts mandatory parent orientation to explain the three different pathways and inquires about parent preference for their child’s program. Afterwards, the ESL coordinator outlines program availability and coordinates programming and next steps for the student and family. ESL coordinator will place students in the existing program if that is the option that parents selected. In the event that the parent has chosen an option that is unavailable at our school, the ESL coordinator will contact the Division of English Language Learners to identify alternate placements with the parent’s program choice, and this office will help facilitate a transfer for that student. ESL coordinator will ensure that this takes place within 10 days from enrollment.
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.  
ESL coordinator works with the Parent Coordinator to conduct outreach in the appropriate language, and uses a school contact log and/or iLog to document outreach. ESL coordinator works to ensure that forms are returned within 10 days, and communicates with school leaders about parent program choices.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
ESL coordinator works with the Parent Coordinator on a daily basis during the first days after enrollment to ensure that parent surveys and other relevant forms are completed. As with other required documents, ESL coordinator will reach out to guidance and social work staff as well as attendance staff to maintain contact with families about these situations.
9. Describe how your school ensures that placement parent notification letters are distributed.  
ESL coordinator distributes letters to families, working with main office staff.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
ESL coordinator coordinates files that are stored in the main office in a designated location.
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.  
ESL coordinator reviews the testing calendar for NYSESLAT examination components and works with school leaders and testing coordinator to determine the windows during which the assessments will be administered to students. ESL coordinator informs parents through written notice and other forms of outreach to apprise families of testing dates, and also communicates this information to individual students. Different sessions of the NYSESLAT are administered on a different day, with breaks in between, with make-up dates for absent students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
When NYSESLAT data is available each fall, ESL coordinator works with main office staff and school leaders to ensure that the appropriate letters are distributed to each qualifying family.
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).  
All parents with the exception of one have requested a stand-alone ESL program/integrated ENL classes. We do not currently have enough languages in one "majority" group to substantiate a Dual Language or TBE program, though this is something that we are interested in pursuing as the school grows.

## 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]).
  - a. Freestanding ENL program.  
ELLs at Energy Tech High School are grouped by grade and travel together for the majority of the school day and are provided with integrated support in content classes and stand-alone classes as needed. In the ninth and tenth grade, ELLs are supported in their ELA classes, and in the 11<sup>th</sup> grade an ESL teacher supports students in core classes. For the 9 ELLs who are between transitioning and expanding, integrated ENL support is provided. For the 2 ELLs who fall between entering and emerging additional stand-alone ENL class is implemented.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
All ninth and tenth grade ELLs who fall between intermediate and expanding are supported in an integrated ENL setting in their respective ELA classes. ESL teacher supports these students five days per week for 45 minutes, which exceeds the number of required minutes per CR Part 154.2. In the 11<sup>th</sup> grade, students are supported in their core classes by an ESL teacher five days a week for 45 minutes. For the two students who are entering and emerging, additional standalone ENL minutes are provided.
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.  
In each of these classes the units are designed to ensure alignment with the the Common Core Learning Standards. In ELA, targeted main standards that are emphasized include writing strong claims and distinguishing between counterclaims, supporting their ideas with textual evidence, and providing an in-depth analysis, as well as explaining how an author develops their central theme. In order to facilitate language development, students are given multiple entry points including small groupings, one-on-one

support, visual and auditory aids. In regards to language approaches, time is devoted to building vocabulary and providing sentence structures. Texts are chunked, translated, and glossaries are provided to promote reading comprehension. Sentence starters, sentence frames, as well as graphic organizers are provided to encourage and foster writing skills. Students participate in small group intellectual discussions where high expectations are established for students to both actively speak and listen.

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

As appropriate, home language exams are offered during Regents administrations, and the Woodcock Munoz is additionally available for students in Spanish language. In 1<sup>st</sup> grade, Spanish-speaking ELLs are additionally programmed for Spanish language coursework, and the school will offer native language instruction over the next two years.

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

Achieve 3000 is used in the beginning of the year to determine Lexile levels and reading comprehension growth is monitored through the program. Woodcock Munoz program is implemented twice a year to monitor student progress from the beginning of the year to the middle of the year and determine level of progress in reading, writing, speaking, and listening. In co-planning for integrated ENL support in core classes, ESL teachers use the updated rubrics available through EngageNY to ensure that ELLs are appropriately evaluated in each modality, and these rubrics additionally drive instructional planning for stand-alone ENL classes.

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

First, Energy Tech programs students in each subgroup for the appropriate allocation of integrated and stand-alone supports. In addition, Energy Tech will offer supplemental services for SIFE students who may require additional transitional support and focus on content. Newcomer students have been and will continue to be accommodated with home language support - some of these supports include translations of readings and assignments, use of home language dictionary as well as technology such as iPads, and additional supplemental after-school programming. Long Term ELLs are being tracked closely in this school year through the focus of a monthly Literacy Team, in tandem with a focus on ELL-SWD students - who comprise the majority of our Long Term ELL population. Teachers of these students have additional time for co-planning and flexibility for push-in/pull-out services. Finally, Former ELLs continue to receive push-in supported in integrated classes by an ESL teacher, and continue to be extended offers to participate in the after-school supplemental program and other ESL enrichment activities.

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.

To ensure that the student's academic progress has not been adversely affected by the re-identification, school leaders will consult with grade team leaders for the affected student(s). This item will be added to weekly grade team discussions with the ESL coordinator and all teachers who work with the student(s). School leaders may - depending on input from ESL coordinator, grade team coordinator, and teachers - offer additional services, including push-in supports, after-school supplemental programs, or reverse the decision in consultation with the superintendent. Then, final decision notification will be sent to the parent in the appropriate language within 10 school days.

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?

Teachers of ELL-SWDs have weekly collaboration time, and are represented on a monthly Literacy Team. Teachers use shared tools such as grade-level curriculum - which is document in the school's Google Drive and Rubicon Atlas and shared among all teachers - and tools like Achieve3000 that track reading progress. Teachers collaborate to share strategies for this group of students, which include the use of leveled texts, the use of technology such as iPads for language apps and translation, small-group pull-out sessions, etc. Teachers track progress using the same rubrics which are aligned to the Common Core Standards.

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?

The school makes use of extensive push-in (integrated) services in content areas such as English Language Arts and the literacy-intensive science courses that ELL-SWD students take. ESL teachers are included in the IEP planning process, and participate in grade and content teams to collect anecdotal and quantitative data about progress. The school allows for flexibility in teacher programs by reducing the caseload of special education and ESL staff. This allows teachers to push in to provide support to ELL-SWD students and pull individuals and groups for Achieve3000 and Wilson as needed during electives. The school also has added a stand-alone ENL class while other students take electives in order to maximize literacy development

Chart for this population of students. Finally, the school self-funds an after school supplemental program to support students with homework, language development, and rigorous content-area coursework.

### 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)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

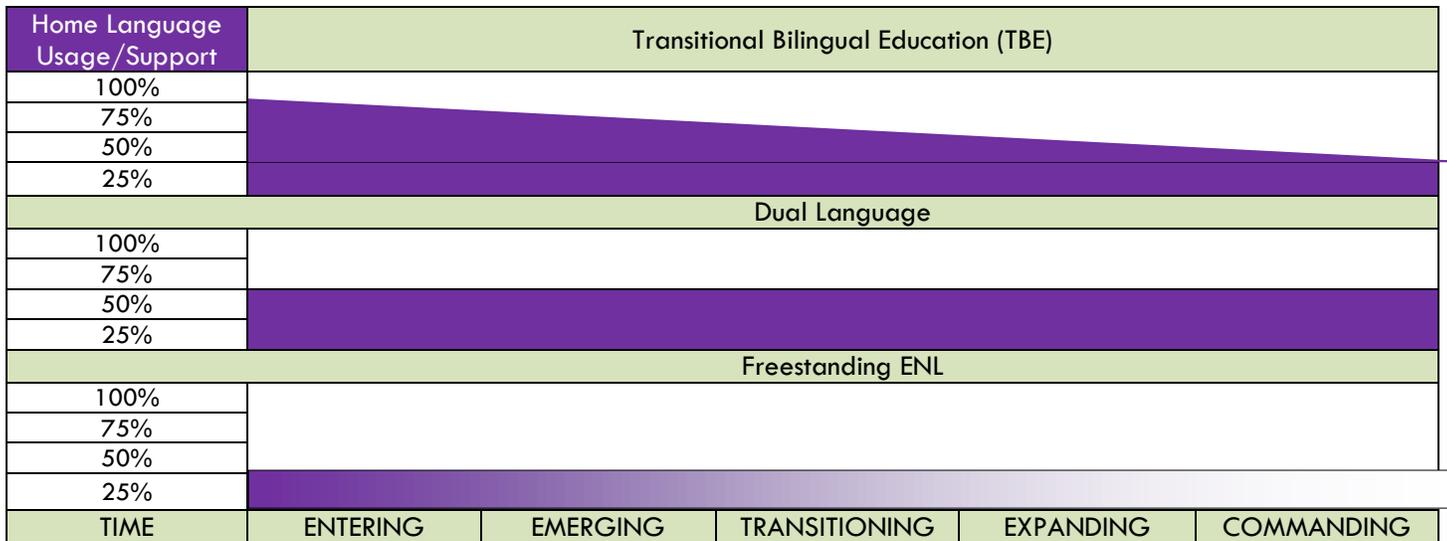


\*Note: “other approved services” does not apply to New York City at this time.

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. Targeted interventions for all students - including SWD and ELL students - stem from study of periodic assessments in ELA, math, and other core content areas. Any student who falls below standards on periodic assessments and mock Regents examinations are offered supplemental tutoring support after school, on Saturdays, and during non-instructional time during Regents Weeks. In addition, Energy Tech has targeted all ESL students in grades 9-11 for additional Achieve3000 support, and has administered Wilson baseline assessments and offers support to qualifying students. All ELL students also have access to ALEKS for mathematics support, and we prioritize ESL classes for in-class tutoring supports offered through LaGuardia Community College. These are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Energy Tech has identified a need to support ELL-SWD students with reading and writing aligned with the expectations of the Common Core standards, which has directly impacted their performance on Regents examinations. Because of this, we have programmed integrated ESL support in Earth Science to improve students' access to higher-level reading and vocabulary. In addition, students have access to a freestanding ENL class to build skills. On the other hand, our program has very effectively served Newcoming and Developing student - in the prior year, both Newcomer students moved to Expanding based on the NYSESLAT, and our "Intermediate" student also moved to Expanding. Additionally, almost 30% of our Advanced ELLs in SY 2014-2015 tested at the proficient level - all of whom participated in our after-school supplemental program.
12. What new programs or improvements will be considered for the upcoming school year?  
We will, based on data, expand opportunities for after-school supplemental supports, and will offer extended integrated ENL in content area subjects - specifically in science, which has presented a trend in our school Regents data. We will offer additional co-planning time between ESL and special education teachers, and a revised contractual professional learning program for teachers. On the second week of each learning cycle, ESL and special education teachers will present the cycle topic through the lens of Universal Design for Learning and will present a series of strategies to provide access for ELL and SWD students (e.g. when focusing on complex texts, teachers may present strategies such as close reading, pre-teaching of key vocabulary, use of translation tools, guided reading circles, etc.).
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are welcomed and encouraged to participate in multiple after-school programs and clubs including community service, anime, art, robotics, Science Olympiad, computer programming, Shakespeare/theater, and various sports. There is an additional after-school ESL enrichment club offering homework help/tutoring, cultural celebrations, and supplemental trips.
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.  
Teacher-created curriculum - derived from Common Core - is used for all learners to Energy Tech to ensure that all students have access to a rigorous college- and career- prep program. Teams use instructional strategies and supports to give learners access - such as glossing texts or conducting small-groups to building prior knowledge. In addition, teachers give students access to dictionaries and iPads to support with translation for Newcomers. Teachers also make use of Achieve3000 and ALEKS to provide content area tutorials and extended practice.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is offered in a transitional manner within our ENL program. For example, Newcomer students are afforded opportunities early in their year for translation of materials as needed. For example, Newcomer students are offered technology such as iPads pre-loaded with translation and language apps. Also, bilingual staff members have provided translation of assignments and readings as needed as students transition into an immersive ENL environment. Over time, these scaffolds are removed as students acquire more target language skills. In the after-school supplemental program, students are encouraged to use home language to support one another, and technology is available for translation as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ESL coordinator works with school leaders over the summer for incoming 9<sup>th</sup> grade programs and the development of upperclass programs, as well as on an ongoing basis for new admits.
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).  
Newly enrolled ELLs are invited to our summer orientation for incoming students - both 9<sup>th</sup> graders and students entering in upperclass grades. This includes an evening family orientation and a daytime student orientation. School counselors, social worker, ESL coordinator, SWD coordinator, teachers, Parent Coordinator, College Liaison, Industry Liaison, and school leaders are

involved in these events - which are designed to welcome, review key policies, collect baseline data, and build community. Additionally, ESL and SWD coordinators invite families in for individual meetings to plan programs and acclimate students to our program. Incoming students are offered a summer math bridge to prepare for a rigorous 9<sup>th</sup> grade math class - this is offered through CUNYStart and Early College Initiative.

19. What language electives are offered to ELLs?

We currently offer Spanish, and are in planning to offer additional languages and Native Language Arts through our partner, LaGuardia Community College. We additionally offer freestanding ENL literacy classes to developing students.

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)?

N/A

## 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.)  
ELL personnel participate in periodic professional development through OELL and through a program at Teachers College/Columbia University. Additionally, ESL staff participate in monthly compliance workshops, and are responsible for the turnkey of this information to all staff. Our professional learning cycles of inquiry allow for monthly focus on making rigorous content and skills attainable for all learners. ESL and SWD coordinators are responsible for the planning of a monthly training with a focus on strategies and scaffolds for ELLs and SWDs for the whole staff.
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?  
ESL teachers participate in workshops through OELL and Columbia University. Teachers have in the past participate in brain research seminars, STEM supports for ELLs, and trainings about Common Core mathematics and ELLs. Based on teacher/student needs and offerings, a new plan is created each year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Incoming 9<sup>th</sup> grade ELLs are provided with summer orientation, after-school supplemental supports and tutoring, Saturday Regents Academy, and additionally a summer bridge for mathematics. In this school year, we will also expand our summer program into literacy. School makes use of a bilingual guidance counselor (Spanish) and a bilingual social worker (Cantonese), as well as a trilingual SWD coordinator (Spanish and Farsi) and a bilingual ESL coordinator (Bengali) to provide counseling and guidance as needed.
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.  
25% of professional learning offered is devoted to supports for ELLs and SWD populations. Energy Tech provides professional learning through monthly cycles of inquiry. The second Monday of each month is devoted to this focus area, and is coordinated through a Professional Learning Team - of which the ESL and SWD coordinators are members. Records will be kept in the school's Google Drive (e.g. agendas/materials), and logs will be maintained by the ESL coordinator.

### 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?  
ESL coordinator will provide an annual meeting - in addition to beginning of year meetings - to discuss goals of the program, language development progress, language proficiency results, etc. These will be conducted during January Regents week, and the ESL coordinator will work with in-school interpreters as well as NYCDOE services to provide translation and interpretation as needed. Logs will be maintained by ESL coordinator - for phone/e-mail outreach, copies of letters, and sign-ins (see below #2).
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.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We offer monthly Community Coffee Hours with translation available, which are an informal opportunity to come into the building to learn more about our programs and discuss student progress. We also send home newsletters and weekly e-mails, and post information in multiple languages on social media. We will be hiring a new Parent Coordinator this year, and will be adding an additional Spanish language monthly parent meeting, as approximately 30% of families are Spanish-speaking. Finally, we offer annual family potluck events, at which families are encouraged to share dishes from their cultures, as well as an annual Culture Night during Respect for All Week. At Culture Night, students and families share information and presentations about their home countries, cultures, languages, foods, etc. This is widely publicized and attended.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Parent Academy
5. How do you evaluate the needs of the parents?  
At Energy Tech, we collect parent surveys and also evaluate needs through the outreach of parent and community staff. We also debrief information collected by teachers at Parent Teacher Conferences/Student Led Conferences. PA and SLT members share needs and interests on a regular basis, and the school plans events, programs, and supports accordingly.
6. How do your parental involvement activities address the needs of the parents?  
Community Coffee Hours focus on areas of parent interest as per a September survey - workshops and guest speakers about SAT/PSAT, Early College, our 9-14 program, career opportunities, graduation requirements, etc. We also offer a monthly newsletter and recently upgraded our website (with embedded translation features) by parent request. Finally, we changed to a different online grading system - Skedula/PupilPath - this year, based on parent feedback. This tool is available in multiple languages, and parents can access real-time data about student progress.

### 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.

Energy Tech is an early college and career high school serving students in grades 9-14. Over the course of our 6-year program, students have the opportunity to earn a high school diploma, an associates degree - free of cost - through our partner college, and a range of career readiness experiences and credentials aligned with the growing fields of energy and engineering. Our students begin taking college coursework as early as 10<sup>th</sup> grade, and over time complete both high school and college classes while still a high school student. In addition, students are afforded the opportunity to participate in full-day site visits to workplaces, to engage in job shadowing and networking experiences, and also to participate in internships and other intensive career-ready programs. Building students' proficiency in speaking, listening, reading, and writing is critical to all students in our program, as we are preparing them for an early entry into the worlds of college and work. Accordingly, we provided added opportunities for ELL students to serve as Class and School Ambassadors in order to bolster essential speaking and listening skills. We also provide a range of high-interest supplemental services to support students' language development in rigorous college-ready coursework. Some of these include a Shakespeare Club sponsored by Early College Initiative and the CUNY Creative Arts team to support students' understanding of complex Shakespearean works. Through this program, a teaching artist from CUNY CAT collaborates with an ESL teacher for our after-school supplemental ESL program and guides students through the fundamentals of Shakespeare and acting, culminating in a student performance at the NYC Shakespeare Festival. Students also have access to ALEKS and EdReady mathematics supplemental online programs in the after-school ESL program, as well as additional Achieve3000 programming.

## Part VI: LAP Assurances

School Name: **Energy Tech High School**

School DBN: **30Q258**

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)
Hope Barter	Principal		1/1/01
Rosabeth Eddy	Assistant Principal		1/1/01
Vacant	Parent Coordinator		1/1/01
Tania Mohammed	ENL/Bilingual Teacher		1/1/01
Luis Minano	Parent		1/1/01
Medina del Castillo	Teacher/Subject Area		1/1/01
Sarah Wasser	Teacher/Subject Area		1/1/01
Antonette Bartelucci	Coach		1/1/01
	Coach		1/1/01
Dayana Quinones	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Natalia Alvarez	Other <u>School Secretary</u>		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: **30Q258** School Name: **Energy Tech High School**  
Superintendent: **Fred Walsh**

### 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.learnedoe.org/tiu/lac](http://www.learnedoe.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

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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.

At the onset of each school year, language preferences for our parent community - both written and oral communication - is culled from survey data housed in ATS. Additionally, we collect emergency contact information and surveys about parent communication preferences, which are then stored in a master Excel file by our Parent Coordinator and community team. The main office maintains a master file - including relevant ATS printouts - which are used for the purposes of requesting translations and interpretation, ordering translated forms, etc. This information also filters into Skedula, which is used by teachers for outreach to parents.

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.

English, Spanish, Mandarin, Cantonese, Chinese - Any/Other, Urdu, Nepali, Hindi, Punjabi, Arabic, Hebrew, Tibetan, Korean, Russian, Bengali, Polish, Portuguese, Serbo-Croatian, Greek, Gujarati, Albanian, Thai, Indonesian

## Part B: Creating a Communications Calendar

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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.)

At the onset of the school year (September through December), Energy Tech typically disseminates the following documents that require translation: PA meeting notices and agendas; handbooks; key policies (e.g. lunch forms, military opt-out, CAP availability, consent forms, etc.); PTC announcements; monthly newsletters and memoranda; school calendars; course syllabi; contact information sheets. On an ongoing monthly basis throughout the school year, Energy Tech distributes monthly newsletters, weekly e-mails through Skedula, club/activity/extracurricular flyers, and memoranda.

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 that our school typically hosts with parents include: Parent-Teacher Conferences that follow the normal NYCDOE calendar, a fall and spring Open School Night that follow the normal NYCDOE calendar, monthly Community Coffee Hours on the first Friday morning of each month, bi-annual college orientation evenings, as well as a range of informal opportunities throughout the year. Some of these information meetings include periodic family meetings with instructional/guidance staff to discuss student progress (academic, social-emotional, behavioral, attendance), restorative circles, convening of committees and special events, and meetings with school administrators.

## Part C: Providing Language Assistance Services

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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 school utilizes an online grading tool and a website with embedded translation features (through Skedula and Google), weekly and monthly newsletters, and social media updates for families, which can be translated into preferred languages. These electronic services are a mechanism for communicating important information and updates to families. Additionally, the school provides home language translation for key NYCDOE documents that go home, and additionally provides translations of school-created documents (including IEPs) for families. The school is in the process of having translations of the official student and family handbook in targeted languages to be displayed on the school website. The school will utilize NYCDOE translation services, translation support through partner organizations, and additionally translation support through bilingual school staff. The school also utilizes student volunteers for special events, such as school recruitment events, for multiple languages.

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 school continues to make use of NYCDOE over-the-phone interpretation service for languages which are not spoken by school staff when working with families. The school prominently displays posters with languages and information about interpretation in the main office, and provides information about in-house interpreters who are available. The school utilizes school staff for Spanish, Mandarin, Cantonese, and Bengali translation, and additionally is seeking the support of its partner, LaGuardia Community College, to provide translation at events. All teachers are provided with information to secure over-the-phone services for communication with and outreach to families. Finally, the school utilizes student volunteers in targeted languages for special events, such as recruitment fairs. The school is additionally making use of parent volunteers to support with interpretation at special events, such as parent meetings and Open House sessions.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Energy Tech provides all teachers with brochures from NYCDOE regarding translation and interpretation, along with key contact information to secure these services. A bilingual secretary, parent coordinator, guidance counselor, and ESL teacher will serve as the point people for directing staff to the appropriate translation services as needed, and critical information will also be included in the school's staff handbook along with helpful links. Language Access Points will communicate with the main office staff to ensure that language materials are appropriately displayed in the main office, and will make themselves available to train teachers in submitting requests for translation as well as utilizing interpretation services.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Energy Tech will provide all parents with the parents' Bill of Rights in the appropriate languages. Energy Tech prominently displays multiple signs in the hallways, by the security desk, and in the main office about translation and interpretation services, including those created by the New York City Department

of Education and additionally information provided by the school about on-site interpretation available through school staff. There are signs at the main desk allowing parents to point to languages so that the school may procure an in-person or over-the-phone translator. Translations of important policies, announcements, and school calendars are available at the entrance to our school facility.

## **Part F: Monitoring and Quality Control**

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

Energy Tech will solicit feedback from parents through feedback forms at events such as parent meetings, special events, Community Coffee Hours, etc. Energy Tech will also implement a mid-year survey in February, which will be sent and collected electronically to all families. One component of the survey will be a series of questions related to the quality and availability of services, as well as suggestions for next steps to improve access.