

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q502

School Name:

INFORMATION TECHNOLOGY HIGH SCHOOL

Principal:

JOSEPH REED

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Information Technology High School School Number (DBN): 30Q502
Grades Served: 9-12
School Address: 21-16 44th Road, Long Island City, NY 11101
Phone Number: (718) 937-4270 Fax: (718) 937-5236
School Contact Person: Natalie Hyde Email Address: nbousigardhyde@schools.nyc.gov
Principal: Joseph E. Reed
UFT Chapter Leader: Patricia Lectora
Parents' Association President: Mona-Lisa Chandler
SLT Chairperson: Jorge Cordero
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Lolita Narine
Student Representative(s): Ishan Jat
Umar Ishmael

District Information

District: 30 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: (718) 455-4635 Fax: (718) 455-4684

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: (917) 225-2020 Fax: (718) 391-8320

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)
Joseph E. Reed	*Principal or Designee	
Patricia Lectora	*UFT Chapter Leader or Designee	
Mona-Lisa Chandler	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Lolita Narine	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ishan Jat	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Umar Ishmael	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sonya Martirosyan	Member/ Parent	
Lolita Narine	Member/ Parent	
Chandra Petter	Member/ Parent	
Jorge Cordero	Member/ Staff	
Susan McSorley	Member/ Staff	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Information Technology is a high school with 975 students from grade 9 through 12. The school population comprises 15% Black, 57% Hispanic, 9% White, 18% Asian, and 1% Native American students. The student body includes 9% English Language Learners and 18% Special Education students. Boys account for 75% of the students enrolled and girls account for 25%. The average attendance rate for the school year 2014 – 2015 was 89.9%. The graduation rate for the school year 2014 – 2015 was 78%.

The mission of Information Technology High School is to provide a student centered environment that will inspire and challenge all of our students to become independent thinkers, problem solvers and life long learners and to work as a collaborative unit of parents, faculty, and staff to insure that all children reach their highest academic and social potential. Students will learn technology-based skills in the creation, acquisition, communication, and distribution of information. ITHS will create a learning environment that will permit continuous response to inevitable changes brought by technology. In collaboration with the school community, business partners and institutions of higher learning, students will prepare to attend college, evaluate careers and become lifelong learners.

A special initiative that ITHS has undertaken this year is the creation of the College and Career Exploration Center (CCEC) in room 433. The CCEC provides with one central location in the school where seniors complete college and private scholarships and financial aid applications and where freshman, sophomores, and juniors begin the process by engaging in personal interests survey, career search, and finally a college admission process across their high school career. This includes the use of SAT/ACT test prep software called Method Test Prep (MTP). Throughout the year, the center hosts grade level assemblies, min-conferences, and conferences with individual students and college parent nights for each grade level. These events occur one every month, as well as regular visits from collegiate officials to present the programs and opportunities offered by their college. We have also strategically placed our brand new peer-tutoring center –where students volunteer to tutor other students with homework and projects, under the supervision of a teacher-inside our College and Career Center. Our fruitful relationship, leading to a Gold Partnership, through our new College and Career Center, with the organization (JANY). This relationship has helped our juniors and seniors achieve job shadowships with such companies as Thomson-Reuters, Disney, ESPN, Baruch College, and WABC.

We also take pride in our NYS Approved Career and Technical Education (CTE) programs, all of which offer student choice in CTE areas of study. These academies include Web Design and Video Production. We are awaiting approval of our Apple program. As reflected in our CTE Standards Crosswalks, all academies are aligned to the CDOS, CCLS, and ISTE standards. Students in each academy use technology and digital media strategically and capably as evidenced by projects and products. The admissions process for the academies is highly competitive due to a limited number of seats available. The selection criteria include: Grade Point Average (GPA), attendance, student preference, teacher recommendations, and an interview with a CTE committee.

We have a dual credit agreement for our CTE students at Queensborough Community College. Additionally, 81.8% of Seniors enrolled in CTE programs reviewed for NYS approval last year passed at least one industry recognized technical assessment last year.

Special Education students continue to struggle with meeting the college readiness threshold for ELA as evidenced by 55% of third year special education students scoring below 75% on the Comprehensive &/or Common Core English Regents exam. The school made significant progress collaborative teachers as evidenced by an indication of area of celebration and a proficient rating on sub-indicator 4.2 *teacher teams and leadership development*.

30Q502 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	972	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
				2
Types and Number of Special Education Classes (2014-15)				
# Special Classes	24	# SETSS	1	# Integrated Collaborative Teaching
				38
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	5	# Drama
				N/A
# Foreign Language	14	# Dance	N/A	# CTE
				9
School Composition (2013-14)				
% Title I Population	72.1%	% Attendance Rate		88.7%
% Free Lunch	72.5%	% Reduced Lunch		8.8%
% Limited English Proficient	10.7%	% Students with Disabilities		16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		16.3%
% Hispanic or Latino	57.9%	% Asian or Native Hawaiian/Pacific Islander		16.1%
% White	8.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.68	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.9%	% Teaching Out of Certification (2013-14)		15.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		8.73
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	76.1%	Mathematics Performance at levels 3 & 4		72.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	81.9%	% of 2nd year students who earned 10+ credits		74.1%
% of 3rd year students who earned 10+ credits	73.2%	4 Year Graduation Rate		68.3%
6 Year Graduation Rate	82.9%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

Part 1 – Needs Assessment

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

· New York State Accountability Report indicates Cohort Q Overall, Hispanic, and Economically Disadvantaged students failed to meet AYP for ELA

· NYC School Survey Report 2014-2015 indicates that 22% of the students disagree or strongly disagree with the statement *I learn a lot from feedback on my work.*

· The school achieved a developing on subindicator 1.2 on the 2014-2015 Quality Review

· The 2013-2014 School Quality Snapshot indicated that 27% of students graduated college ready

Part 2 – Annual Goal

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

By June 2016, students in English, Living Environment, and Global Studies will demonstrate a growth in writing arguments to support claims in an analysis of substantive topics or informational and literary texts, using valid reasoning and relevant and sufficient evidence aligned to the CCLS as measured by a 3% growth in the composite student score on the NYCPT in ELA, Science, and Social Studies from beginning of year assessment to end of year assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers in ELA, Science, and Social Studies will align instruction with the school's focus on Writing</p>	<p>Grade 9 and 10 students</p>	<p>By November, 2015</p>	<p>ELA, Science, Social Studies teachers Department Supervisors</p>
<p>Teachers in English, Living Environment, and Global Studies will administer the NYCPT BOY assessments</p>	<p>Grade 9 and 10 students</p>	<p>By October 2015</p>	<p>ELA, Science, Social Studies teachers Department Supervisors</p>
<p>Teacher will use the NYCPT Rubric to evaluate student writing</p> <p>Monitor the alignment of the school's focus on Writing in ELA, Science, and Social Studies through observations, lesson study cycles, teacher team analysis of student writing products, review of curriculum maps and pacing calendars</p>	<p>Grade 9 and 10 students</p> <p>Grade 9 and 10 students</p>	<p>Ongoing through June 2016</p> <p>Ongoing through June 2016</p>	<p>ELA, Science, Social Studies teachers Department Supervisors</p> <p>ELA, Science, Social Studies teachers Department Supervisors</p>
<p>Teachers of use Harcourt Collections and Achieve 3000 to provide additional literacy supports to ESL and Special Needs students</p>	<p>Grade 9 and 10 ESL and Special Needs students</p> <p>Grade 9 and 10 students</p>	<p>Ongoing through June 2016</p>	<p>ESL and Special Education teachers</p>

Teachers in ELA, Science, and Social Studies will administer the NYCPT EOY assessment		By May 2016	ELA, Science, Social Studies teachers Department Supervisors
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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.

- NYSTL funds are used to purchase Harcourt Collections for ELA classes and Achieve 3000.
- Contract for Excellence funds will support salaries of certified, licensed, appointed Science teacher to provide direct instruction to students who are enrolled in Science courses.
- TL FSF funds will support salaries of certified, licensed, appointed Math, ELA, Social Studies, Science, and elective teacher to provide direct instruction to students who are enrolled in these courses
- TL FSF funds will be used to provide students after school tutoring
- TL FSF funds will be used to provide per session for curriculum development and teacher team analysis of student work
- Sequester/2010 Census Title I SWP funds will be used to provide students access to Summer School courses
- Title I and TL Translation funds are used to provide translations for non-English speaking parents during parent meetings and trainings
- Title III funds will be used to provide ELL students ongoing after school tutoring

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

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

Part 5 – Progress Monitoring

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

ELA, Science, and Social Studies Teacher teams will complete a cycle of data analysis of NYCPT by January 2016.

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

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

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

Part 1 – Needs Assessment

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

NYC School Student Survey report- indicates:

· 16% of students disagreed with the statement “Most of the teaching staff at my school help keep me on track for college and career.”

2014-2015 Data Snapshot indicates:

- 86.1% of students earning 10+ credits in 1st Year
- 86.2% of students earning 10+ credits in 2nd Year
- 79% of students earning 10+ credits in 3rd Year
- 75% of students in school lowest third earning 10+ credits in 1st Year
- 72% of students in school lowest third earning 10+ credits in 2nd Year
- 70% of students in school lowest third earning 10+ credits in 3rd Year

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, there will be an increase of 3% in the number of second year students in the school’s lowest third earning 10 or more credits (72% to 75%) as measured by the 2015-2016 School Quality Guide.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Generate and administer diagnostic assessment. Teachers of common course codes meet to develop one diagnostic assessment to be administered to each student enrolled in that course code. Items are selected from Castle Learning and are aligned with the CCLS. Items selected also range in difficulty and reflect the skills and concepts aligned to the NYS Regents exam for the subject area.</p>	<p>Overall students</p>	<p>By October 2015</p>	<p>Teachers, Department Supervisors</p>
<p>Revise instruction in response to identified student needs. Teachers of common course codes meet to conduct a data analysis of the diagnostic assessment and revise course code aligned curriculum maps and student goals based on results of analysis.</p>	<p>Overall students</p>	<p>Ongoing through June 2016</p>	<p>Teachers, Guidance Counselors, Department Supervisors</p>
<p>Generate academic intervention plans and monitor progress and provide feedback to students and parents. Teachers identify areas in which students are struggling using benchmark assessments such as common course code aligned midterm assessments, class assessment, and other student work product. Teachers generate academic intervention plans based on identified areas of need for students and revise student goals accordingly. Teachers meet with students and parents to discuss needs and goals described in intervention plans.</p>	<p>Overall students and parents</p>	<p>Ongoing through June 2016</p>	<p>Teachers, Guidance Counselors, Students, Parents, Department Supervisors</p>
<p>Provide students opportunities for tutoring and test prep and to retake courses. Teachers will meet with grade level Guidance Counselors and supervisors to discuss needs of struggling students and provide them supports such as after school tutoring, Saturday Support Academy, Regents Prep, and additional courses throughout the multisession day.</p>	<p>Overall students</p>	<p>Ongoing through June 2016</p>	<p>Teachers, Guidance Counselors, Students, Parents, Department Supervisors</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>· NYSTL funds are also used to purchase Harcourt Collections for ELA classes, Achieve 3000 for ENL classes, and Harcourt Algebra, Geometry, and Algebra II/Trigonometry workbooks for Mathematics classes</p>

- Contract for Excellence funds will support salaries of certified, licensed, appointed Math teacher to provide direct instruction to students who are enrolled in Mathematics courses.
- TL FSF funds will support salaries of certified, licensed, appointed Math, ELA, Social Studies, Science, and elective teacher to provide direct instruction to students who are enrolled in these courses
- TL FSF funds will be used to provide students after school tutoring
- Sequester/2010 Census Title I SWP funds will be used to provide students access to Summer School courses
- Title I and TL Translation funds are used to provide translations for non-English speaking parents during parent meetings and trainings
- Title I funds are used to purchase Harcourt Algebra, Geometry, and Algebra II/Trigonometry online student textbooks for Mathematics classes
- Title III funds will be used to provide ELL students ongoing after school tutoring

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

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

Part 5 – Progress Monitoring

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

By February 2016, at least 75% of second year students in the school's lowest third will have earned 5 or more credits as measured by STARS Custom Report 1.33

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.

· The New York City School Survey 2014-2015 Report indicates that 12% of teachers either disagree or strongly disagree with the statement, “Overall, my professional development experiences this year have included opportunities to work productively with colleagues in my school.”

· The New York City School Survey 2014-2015 Report indicates that 26% of teachers either disagree or strongly disagree with the statement, “Overall, my professional development experiences this year have included opportunities to work productively with teachers from other schools.”

· The school achieved a proficient on subindicator 4.2 on the 2014-2015 Quality Review

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.

From September 2015 through June 2016, all teachers will be provided with professional development opportunities that support teachers in their content area. Attainment of this goal will be measured by a 2% increase in the number of teachers who respond favorably to the NYC School Survey Question, “Overall, my professional development experiences this year have included opportunities to work productively with colleagues in my school.”

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All teachers will meet during Monday afternoon PD sessions to engage in professional development focused on CCLS, Danielson Framework, and commonly agreed upon Danielson aligned instructional strategies and share analysis of student work derived from the use of these strategies.	Teachers	Ongoing through June 2016	Instructional Leads Department Supervisors
Core subject teachers will engage in Common Planning Time (CPT) during the school day to analyze assessments and student work, develop instructional action plans, provide peer feedback on lesson and unit planning, observe peers during instructional time, and provide feedback on observed lessons.	Content teachers & Teacher teams	Ongoing through June 2016	Instructional Leads Department Supervisors
Teacher teams will engage in two (2) complete Lesson Study cycles over the course of the year. This will include one (1) per semester and will share outcomes of Lesson Study cycles with peers during Monday PD time.	Content teachers & Teacher teams	September 2015 – June 2016	Instructional Leads Department Supervisors
Teacher will engage in intervisitations with partner school to observe and share practices	Teachers	October 2015 through May 2016	Instructional Leads Department Supervisors

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.
<ul style="list-style-type: none"> · Title I funds will be used to provide coverage for teachers participating in intervisitations with partner school · Title I funds will be used to provide coverage for teachers participating in Lesson Study cycles · TL FSF funds will support salaries of certified, licensed, appointed content area supervisors · TL FSF funds will support salary of ELA Instructional Lead · TL Salary Subsidy 2019 funds will support salary of Mathematics Instructional Lead · C4E funds will support salary of Science Instructional Lead

· TL Vision for School Improvement funds will support salary of Social Studies Instructional Lead

· TL 09 C4E CTT funds will support salary of Special Education Instructional Lead

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

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

Part 5 – Progress Monitoring

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

By January, 2016, each teacher team will have performed one lesson study cycle and presented outcomes to peers during Monday PD.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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

Part 1 – Needs Assessment

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

The New York City School Survey 2014-2015 Report indicates that 68% of the parents surveyed either agreed or strongly agreed to the statement “School staff tell families what the staff needs to advance the school's mission.”

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.

From September 2015 through June 2016, in an effort to ensure that Information Technology High School is creating strong family and community ties, the Parent Coordinator, in conjunction with the College Advisor, will invite 100% of parents to attend a College and Career Readiness Event. Attainment of this goal will be measured by a 3% increase in the number of parents who respond favorably to the NYC School Survey Question, “School staff tell families what the staff needs to advance the school's mission.”

Part 3 – Action Plan

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 			
The Parent Coordinator, College Advisor, and WBL Coordinator will develop a calendar/schedule of College and Career Readiness Workshops.	Parents	Ongoing through June 2016	Parent Corrdinator, College Advisor, WBL Coordinator, Department Supervisor

The Parent Coordinator, College Advisor, and WBL Coordinator will invite parents to attend workshops via school mailing, phone contact, personal invitation, electronic communication (i.e. email, Global Connect Phone system, JupiterGrades, school website). Parent Coordinator will update parent handbook to reflect meeting calendar and workshop/training opportunities.	Parents	Ongoing through June 2016	Parent Coordinator, College Advisor, WBL Coordinator, Department Supervisor
The Parent Coordinator will be present at Parent Teacher Conferences and will present/discuss upcoming College and Career Readiness workshops and presentations.	Parents	Ongoing through June 2016	Parent Coordinator
Translation services will be provided for all participating parents and invitations and parent communication related to parental workshops will be provided in multiple languages.	Parents	Ongoing through June 2016	Parent Coordinator

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.											
<ul style="list-style-type: none"> · TL Translation Services funds will be used to provide translation services to participating parents · Title I SWP Translation Services funds will be used to provide translation services to participating parents · TL FSF funds will be used to provide per session for college advisor, guidance counselors, and other staff members to conduct parent College and Career Readiness workshops and training sessions · Title I SWP parent involvement funds will be used to provide per session for college advisor, guidance counselors, and other staff members to conduct parent College and Career Readiness workshops and training sessions · TL FSF funds will be used to support postage for parent communications · Title I SWP parent involvement will be used to support postage for parent communications · Title I SWP will be used to purchase license for Global Connect phone system · Title I SWP will be used to purchase licenses for JupiterGrades Online Student Information System · Title I SWP parent involvement funds will be used to purchase food and snacks for parent workshops and meetings 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In February 2016, the College and Career Advisor, Work-Based Learning Coordinator (WBL), grade level Supervisor, and the Parent Coordinator will meet and review list of parents who attended from each cohort and confirm the date invitations were sent. A midpoint benchmark of 30% of ITHS parents will have attended at least one College and Career Readiness event by February 2016.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Schoolwide lowest third • ESL/Special Ed • Lack of progress in earning English credits • Score less than 65 on English Regents exam 	In school tutoring, After school tutoring, After school ESL program, Saturday Support Academy, Saturday Academy, Regents Prep Academy, Achieve 3000, MethodTestPrep	Individual and/or small group, tutoring, direct instruction	During school, After school; Saturdays
Mathematics	<ul style="list-style-type: none"> • Schoolwide lowest third • ESL/Special Ed • Lack of progress in earning Math credits • Score less than 65 on Algebra and/or Geometry Regents exam 	In school tutoring, After school tutoring, After school ESL program, Saturday Support Academy, Saturday Academy, Regents Prep Academy, Achieve 3000, MethodTestPrep	Individual and/or small group, tutoring, direct instruction	During school, After school; Saturdays
Science	<ul style="list-style-type: none"> • Schoolwide lowest third • ESL/Special Ed • Lack of progress in earning Science credits • Score less than 65 on Living Environment Regents exam 	In school tutoring, After school tutoring, After school ESL program, Saturday Support Academy, Saturday Academy, Regents Prep Academy, Achieve 3000, MethodTestPrep	Individual and/or small group, tutoring, direct instruction	During school, After school; Saturdays

Social Studies	<ul style="list-style-type: none"> • Schoolwide lowest third • ESL/Special Ed • Lack of progress in earning Social Studies credits • Score less than 65 on Global and/or US History Regents exam 	In school tutoring, After school tutoring, After school ESL program, Saturday Support Academy, Saturday Academy, Regents Prep Academy, Achieve 3000, MethodTestPrep	Individual and/or small group, tutoring, direct instruction	During school, After school; Saturdays
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Mandated counseling on IEP • At Risk index of 60% or greater on Resiliency Assessment 	Mandated counseling with guidance counselor; Success Highways curriculum used by guidance counselor with students identified as at risk on the Academic Resiliency Assessment	Individual and small group	Pullout during school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<ul style="list-style-type: none">• Courses are assigned to teachers who hold NYS certification in corresponding content areas• Regularly host student teachers from local colleges and universities and communicate with these institutions when recruiting potential candidates• Special Education teachers are encouraged to acquire a NYS Supplemental Certification in a core content area

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

- UFT Chapter Chair and Principal met in Spring 2015 to select members of the MoSL committee
- MoSL committee met in June 2015 to review MoSL implementation during SY 2014-2015 and discuss changes for SY 2015-2016
- Principal and members of committee attended Advance training in July 2015
- MoSL committee will meet in September 2015 to discuss changes to MoSL and make recommendations for SY 2015-2016
- Content Team Data Analysis/Lesson Study cycles will continue

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	435,155.00	X	Section 5A Part 4, Section 5B Part 4, Section 5C Part 4, Section 5E Part 4
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	Section 5A Part 4, Section 5B Part 4
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,347,251.00	X	Section 5A Part 4, Section 5B Part 4, Section 5C Part 4, Section 5E Part 4

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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; college readiness, literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- 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 College Readiness events;
- 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 online student information system for regular electronic 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)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 30	Borough Queens	School Number 502
School Name Information Technology High School		

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 Joseph Reed	Assistant Principal Joe Attilio
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Olga Sakhno	School Counselor Brenda Gargano
Teacher/Subject Area Myrtho Noel/Special Education	Parent Leroy Jolliffe
Teacher/Subject Area Prakash Shrestha/ENL	Parent Coordinator Michelle Solomon
Related-Service Provider Natalia Bear - Speech	Borough Field Support Center Staff Member
Superintendent Juan Mendez	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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	936	Total number of ELLs	85	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	25
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	29

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	27		2	25		8	29		15	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	15	5	4	0
Chinese											3			0
Russian														0
Bengali										5	7	5	2	0
Urdu														0
Arabic											1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish										2	2			0
Albanian														0
Other										1	4	2	2	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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														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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.
 Paste response to questions here:
 The ESL department of ITHS relies on the validity and integrity of NYSESLAT test administration. Thus, each year we analyze the spring results to determine levels for programming and basic modality analysis. Due to changes in levels and NYS mandates for delivering ESL/ENL instruction, we have changed the programming of the school ELL and former L population. As such, there are four sections of ELA for Ls and former Ls who scored Commanding, Expanding, or Transitioning on the Spring 2015 NYSESLAT and two double period sections for Entering and Emerging ELLs for 9-10 and 11-12 grades. ITHS ESL program used to be a Self-Contained model. Moving forward, two full-time TESOL certified teachers deliver ENL instruction within ELA content. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, Entering & Emerging students receive 438 (an additional 78 minutes to the mandated time). Unfortunately, Transitioning and Expanding students will be missing an additional period of free-standing ENL instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here:
 The majority of ELLs this year is, as in previous years, 9-10 grade. Over half of the students are 9th graders and 50% of all ELLs are Expanding or Transitioning. Thus, instructional decisions are geared towards academic language acquisition and mainstream high school classroom transition. There are three Advanced sections for 2015-17 school year where students are engaged in a rigorous course that requires the learners to demonstrate their command of the conventions of standard English grammar and usage. They will produce well-structured and well developed coherent texts in writing. The texts will contain a theme and the theme will be supported by evidence derived from the classroom and out of the classroom sources. The evidence will be presented by using appropriate and varied transitions to establish links between sentences, ideas, and concepts in the texts. Various forms of introductory and concluding paragraphs will be the basic features of such texts. Situation specific words and phrases will be another feature of such texts.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: Scaled scores are not available for analysis (RNMR function on ATS does not show scaled scores for Spring 2013 NYSESLAT). We looked at overall proficiency levels and raw scores. 116 students took the 2013 NYSESLAT. 33 scored Proficient. More than one out of four students who sat for the NYSESLAT test scored Proficient. ITHS has more than doubled the AMAO expectations.

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?

Paste response to questions here: a. Over half of the students are 9th graders and the ratio of Advanced: Intermediate: Beginner overall is 3:2:1. Thus, the program is geared towards the mainstream transition and skills-through-content acquisition for emergent language learners. Academic language, not the basic communicative skills, is what the students show to be lacking. And we find that academic language is essential to achieve success in high school and beyond.

b. ESL department provides professional development to the staff in the beginning of the year. Topics of the presentation include: whays to identify Ls and recent former Ls in the classroom, Ls with IEPs, long-term Ls and those who fail to make sufficient progress, typical NYSESLAT results and how to read them, specific Common Core Standards which Ls are able to master, and testing and mainstream classroom accommodations.

c. The average amount of years the students spent as ELLs in NYC public schools is 5.5. Because a typical L at ITHS is an Advanced ESL 9th grader, he or she will have been in the US since elementary school. The likelihood of student's strong background in content in first language is very low. Thus, last year, as in years past, Regents tests taken in first language are rarely passed. In addition, for many Bengali, Pashtu, and Hindi children the language of instruction was English. In fact, there's low occurrence of first language literacy for the Indian peninsula immigrants. We find that the likelihood of an L passing a Regents exam increases if he or she takes an exam in a language of content instruction, i.e. English. We do, however, provide Spanish, Polish, Russian, Chinese versions of the Regents exams as a form of syntactic crutch.

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

Paste response to question here: N/A

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

Paste response to question here: The school's modest ELL population (just above 10%) is offset by the predominantly Hispanic, former L mainstream population. Content teachers are provided with annual professional development (in-house and through the Office of ELLs) to help better understand and develop the second language acquisition along side the content area instruction. All teachers are equipped with lists of students who are Ls, their first language, years in ESL, glossaries, dictionaries, on-line native language support, Common Core Standard appropriate strands, and common planning time with ESL coordinator, who makes suggestions for differentiated instruction and other classroom accommodations.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

Paste response to questions here:

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

Paste response to question here: We consistently outscore the expected progress rate as indicated by AMAO. The ESL department collaborates with content teachers, guidance, school data team, administrators to make the needs of each struggling ESL student as salient and as pertinent as possible. Advanced Placement are predominantly attended by former Ls as is the graduation podium. Overall, the pace and rigor of our program prove to be a success.

Part IV: ELL Identification Process

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

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.

Paste response to question here: 1. When students arrive to enroll in the school, the school secretary in charge of enrollments gathers information about home language from the Home Language Survey. ESL coordinator conducts an informal

interview about child's home language as well as previous school(s). If the parent cannot communicate in English, a designated staff member is asked to join the interview. We can translate from Spanish, Arabic, Hebrew, Tagalog, French, Haitian Creole, Russian, Ukrainian, and Turkish. New arrivals are given the form (HLIS) to identify what language is spoken at home and in which language the child can read and write. If the form indicates that the child communicates in the language other than English, we administer LAB-R Listening, Reading, and Writing components as well as the speaking interview. NYSESTEL is scored in the school in order to determine the child's level. We use the answer grid and the cut score conversion chart to figure out eligibility. For example, if the child scored 24 and is about to enter 11th grade, then he or she is placed in the Intermediate class. Each child eligible for ESL services is placed in the program according to his or her level. If the test indicates that the child is not eligible for ESL services, then the child is programmed as mainstream population. In both instances the parents are notified via mail that their child was tested and is or isn't entitled for ESL services. All initial identification procedures take place within the first 10 days of enrollment. If the student is coming from middle school or another high school, then they are placed according to their NYSESLAT results from the previous year. If the results are not available, then we use the year prior. In any event all students deemed as English Language Learners are placed in the program according to their level. Spanish LAB-R is not administered. A licensed pedagogue (TESOL _ Olga Sakhno) and Angela Mastougianis (school secretary) are in charge of the initial identification process.

2. 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).

Paste response to question here: Prior transcripts are reviewed by the guidance counselors; interviews with parents/guardians; classroom teacher observations are conducted.

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).

Paste response to question here: Our school is in the process of reviewing this new policy. Special Ed guidance counselor, AP, school psychologist, speech provider and ENL coordinator are on the LPT.

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.

Paste response to question here: Once the score and (non)entitlement are scanned, we send notification to the parent on school letterhead.

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).

Paste response to question here: Parents are informed in an Entitlement/non-Entitlement letter about their options and appeal process.

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.

Paste response to question here: If the child is identified as ELL by the LAB-R, the parent is invited to an orientation (within 10 days of enrollment) to watch the Parent Orientation video and discuss the following: the types of programs available in New York public schools to ELLs, our program, supplemental programs, graduation requirements, English classes for parents. We take the opportunity to introduce the parents to the school community, show our use of technology in the classroom, as well as reinforce the notion of the postulated ubiquity of English. We have very few new-comers but they all receive a program selection form that highlights the parents' preference for free-standing ESL, DL, or TBE. We do not have TBE or DL programs because not enough parents requested those (there should be more than 15 parents in each grade requesting such programs).

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: The entitlement letters and the program selections are filled out by parents during the Parent Orientation session. If the parent is not present, the students take the form home to have the parent sign and return it the following day. Program Selection Forms are placed in each child's folder located in the ESL Coordinator's office, room 301D. The person responsible to keep correspondence and program selections is Olga Sakhno.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: We send out the surveys and program selections. If they are not returned, we select a program that seems the best fit for the child and the one we have in the building.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: ENL coordinator personally delivers each letter to each child and informs that child to return it, signed by parents.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here: ENL office distributes, collects, and stores all ELL documentation with the exception of HLIS, which is retained by the school secretary in the archive room.

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.
 Paste response to question here: As per Grace Pepe, Director of Assessment Operations Division of Academics, Performance and Support (DAPS) and her assessment memorandum #2 each year every ELL student is tested to determine further eligibility. The ATS report RLAT give the information as to who should be tested on the NYSESLAT. All other directions on how to set up, administer and grade the NYSESLAT are outlined in the memorandum each year. A set of explicit instructions is rigidly followed by the school staff in charge: Mr. Reed, Principal, Mr. Attilio, Ms. Sakhno (ESL coordinator), Mr. Shrestha, Ms. Noel, Mr. Monzingo (teacher/proctors). To ensure maximim participation, students and parents receive reminders in the mail about the importance of taking the NYSESLAT test. In 2015, all but 7 students who were currently enrolled took the NYSESLAT. Within the time frame allotted by the memorandum we give one formal and one make-up date to allow every student to manifest English proficiency on the State assessment. Speaking test is administered individualy in room 301D by Ms. Sakhno and Mr. Shrestha. Listening, Reading, Writing are administered in group. All testing accomodations are outlined in the Director's memo.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Paste response to question here: We mail out and/or distribute all correspondence pertinent to the compliance requirements within the time allotted (by mid-October).
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).
 Paste response to question here: Our program reflects the parents' wishes to have Free-Standing ESL Program. It is at the request of the parents that we use English-only instruction.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
 Paste response to questions here: How is instruction delivered?
 - a. ITHS ENL program is a Self-Contained model. Two full-time TESOL certified teachers deliver ESL instruction to a group of ELLs. The group sizes do not exceed the mandated guidelines. The length of time exceeds the mandates because of block scheduling. Thus, Entering and Emerging students receive 438 (an additional 78 minutes to the mandated time).
 - b. Students are grouped by level and grade. For example, a class of Entering and Emerging students will have a section for 9-10 and one for 11-12. The work is differentiated along the lines of mainstream needs and ability. The students do not travel together but go on to mainstream classes scheduled according to their graduation requirements.
 - b. TBE program. *If applicable.*
 Paste response to questions here:
 - c. DL program. *If applicable.*
 Paste response to questions here:
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)?
 Paste response to questions here: The staff at ITHS, since the inception of our school, has been making sure that ELLs receive the appropriate amount of ESL instruction time. This year, more than ever, we are meeting and exceeding the mandated time allotted for ELL instruction. (See above)
3. Describe how 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.

Paste response here: 3. Content Area Instruction – LEP students receive content area instruction in the mainstream classroom in English only. Free-standing ESL uses a combination of balanced literacy and whole language approaches to help the kids in second language acquisition. However, content area teachers accommodate ELL population as follows:

- Native Language Support – each content area classroom is equipped with stud guides, glossaries, and vocabularies in many native languages. Each ESL student has a binder-sized Oxford Dictionary.
- Testing Accommodations – students are given extended time, as well as, the opportunity to use the glossaries.
- Professional Development – our department hosts a series of presentations throughout the year, covering the topics of language acquisition, learning to learn in a second language, classroom accommodations, scaffolding, and differentiation.
- On-going ESL Department Support – ESL coordinator has compiled a substantial professional library that is readily available for the teachers' perusal. Collaboration is ongoing.

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

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s)

2. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Some suggestion include: Guided reading questions, annotated texts, summarize, retell, use of new vocabulary

Provide extensive historical context, allow use of published critical texts, support with other media (documentaries, posters, interviews, etc.)

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

Paste response to question here: N/A

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

Paste response to question here: 5. Specific areas of need that were identified and are targeted throughout the school year.

- writing mechanics, essay structure, explicit grammar, new vocabulary acquisition, literary analysis.
- Listening/Reading for information and understanding.
- Note taking; finding textual support; fact/opinion based questions;
- Writing for information, in response to literature, and persuasively.
- Literary elements – figurative language, story elements, genres.

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

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

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

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

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

Strategies taught in ESL classroom that relate to ELA Regents:

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

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

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

analysis.

d. 39 Long-Term ELLs – (7+ years)

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

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

7. 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.
- Paste response to questions here: We have not had a re-identified ELL. However, we are aware of all changes in policy associated with identification, testing, and appeals process.
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?
- Paste response to question here: A licensed ESL pedagogue is teaching a self-contained clas for ELL students with special needs. Mr. Shrestha specializes in scaffolded writing practice and reading workshop model that assist the students in language learning as well as academic content. In addition, Ms. Noel, Special Ed teacher of English, enrolled in a graduate linguistics class to better understand the process of language learning for the children with special needs. Each ELL-SWD classroom has a library of special resources such as leveled books, high interest/low reader fiction, non-fiction resources.
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?
- Paste response to question here: A team that consists of an ESL teacher, school psychologist, speech teacher, special education teacher, parents, and guidance coueslor make collaborative decisions during the IEP meetings that reflect the best academic needs of the child. X-coded students' language progress is monitored using NYSESLAT results. Decisions are individual. The ESL department makes written recommendations regarding the child's x-coded status. his year, we are learning about the ELAND process. The IEP team works with the ESL specialist/ELAND reviewer to assure that each child receives services he or she deserves.

Chart

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

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



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

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

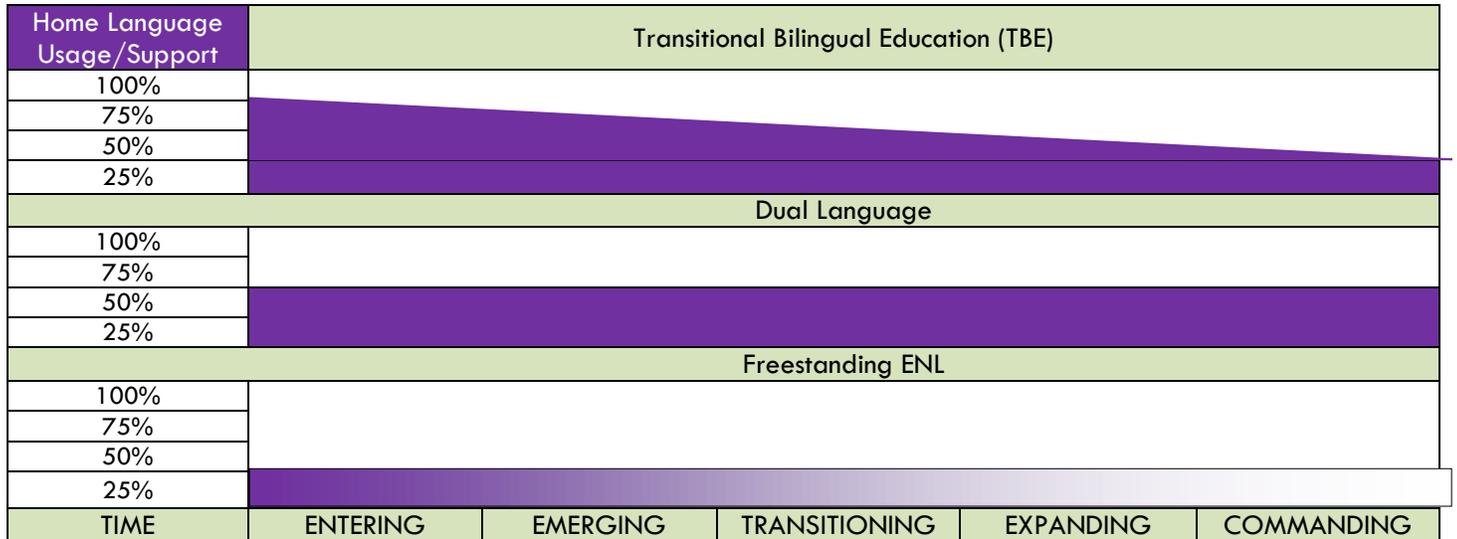


*Note “other approved services” does not apply to New York City at this time.

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. Paste response to question here: 9. For 2015-2016 school year our ESL program reflects the grade-specific language instruction. Ninth grade ESL instruction includes non-fiction readings to develop math literacy and scientific reasoning, grade appropriate fiction studies with emphasis on literary elements and reading comprehension. Special attention is paid to study skills development and mainstream classroom transition. 10th grade ESL classroom is geared towards Global Regents preparation. Reading non-fiction, primary sources, recognizing cause and effect in historical events, topics in geography and human habitat serve as academic scaffold for the 10th graders' mainstream transition into a Social Studies classroom. 11th & 12th grade ESL class is a writing workshop for ELA Regents prep and college-bound ELLs. Some topics and students' work is displayed on msakhnoesl.blogspot.com
All recent former ELLs are identified by the ESL coordinator and are extended the same testing accommodations as current ELLs: extended time, native-language supports, use of glossaries, and after-school tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: Assessments are ongoing. ESL department in collaboration with data team is collecting data and developing effective measurements of L content and language development. Instructional practice will be altered accordingly.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: Last year, most of our ELLs attended STEM Expo for hosted by the office of ELL. The students found a wealth of information regarding college and career readiness as well as different careers in science and technology. This year, we will continue incorporating "Paths to secondary ed and careers" units of study and attend STEM Expo in the spring
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: Paradigm shift dictates persistent psychometric pasturization. Any language learning program is effective if it has willing participants and ample time. Free-standing ENL will be eliminated for upper levels due to changes in NY State mandated. The effectiveness of such move is dubious and yet to be determined.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: Title III afterschool and Saturday programs for ELLs as well as Regents prep sessions are being implemented for 2015-16 school year. Ample funding will allow for afterschool tutoring four times a week as well as four hours of Saturday English Language Arts Academy. All recent former ELLs are identified by the ESL coordinator and are extended the same testing accommodations as current ELLs: extended time, native-language supports, use of glossaries, and after-school tutoring.
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.
Paste response to question here: New programs this year are the grade-specific and content area supporting ESL instruction. We have moved away from 100% second language acquisition towards mainstream classroom transition and college readiness.
Some of instructional materials include:
- Class sets of ESL and Oxford binder dictionaries.
 - Spanish-English dictionaries.
 - Classroom library (200+ titles) of contemporary, young adult, picture books, and classic adaptations.
 - Reference & media materials – magazines, encyclopedias, fact books.
 - McDougal Little Bridges to Literature and 9th grade Literature text books with instructional support materials.
 - Milestones A, B, C with teacher/student support materials, remediation software, and assessment packet.
 - Laptops, headphones, audio books, Internet access, LCD projector, Smartboard, TV/DVD
- Achieve 3000 yearly subscription
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: Native Language is supported by providing glossaries, on-line dictionaries and translations, Spanish titles in the classroom and the school libraries. Students are given the option of taking most of the Regents in Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: The required services are age and level appropriate. Students are placed in the classes according to their ESL and grade level.
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).
Paste response to question here: ESL Coordinator makes classroom visits to welcome the students and show the classroom library, glossaries, dictionaries, and provide support and encouragement.

19. What language electives are offered to ELLs?

Paste response to question here: Spanish

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)?

Paste response to question here:

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.)
Paste response to question here: Professional Development in our school is essential as a large percentage of student body is either foreign born, ELL, former ELL, or bilingual. The ESL coordinator has set up a PD schedule that includes the following:
 - introduction to the mandates of the ESL program, eligibility, and testing
 - description of the ESL programs used in our school
 - a tour of ESL methodologies that work in content area with our students
 - evaluation of ESL students, including the periodic assessments, Acuity, and the NYSESLAT.
 - learning with laptops in a wireless classroom environment
 - multimedia and ESL
 - differentiated instruction for ELLs in the Content Areas
 - the Workshop Model
 - PD will be ongoing, consistent, and sustained.
 - There will be three PD sessions (60 minutes each) organized each semester in the area of ESL methodologies for the entire school staff.Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching ELL's. It will also focus on how to prepare ELL's to meet and exceed the NYC and NYS performance and learning Standards and achieve higher scores on all city and state assessments. Teachers participating in the professional development workshops These professional development sessions will be facilitated by school administrators, ESL Coordinator and teachers. Teachers teaching ELL's will receive 4 sessions of professional development. Topics that will be addressed during these professional development sessions are as follow:
 - One professional development sessions will be devoted to Scaffolding across the Disciplines: "Types of Scaffolding as Preparation for CCLS Alignment".
 - One professional development session will be devoted to Differentiated Instructional Strategies: "Grouping by Deficiency to Achieve Proficiency".
 - One professional development session will be devoted to the strategies needed to prepare ELL's to meet the state standards and to gain a clear understanding of the NYSESLAT. "April Crunch"
 - One professional development session will be devoted to math and science instructional strategies to develop and enhance ESL students' skills and performance on the city and state assessments: "Learning to Learn in a Second Language".
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?
Paste response to question here: OELL provides various workshops throughout the year. ENL coordinator and AP of English collaborate on curriculum mapping and unit planning to develop ELL strategies in content classrooms.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: afterschool tutoring, units of study that address acculturation and acclimation to the high school environment.
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.
Paste response to question here: In 2014-2015 school year, ESL department provided four full PD sessions (90 minutes each) and one half (45 minutes) session for the staff. Topics include those mentioned above in the first question.

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?

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

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

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

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. Paste response here: Parents are always welcome at this school. There are ample opportunities for the parents to be involved here.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Paste response to question here: RIIS Settlement House.

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

Paste response to question here: We are not sure what this question is asking.

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

Paste response to question here: We provide translation services for the parents attending parent-teacher conferences. We have not developed a system of quantifying the effectiveness of addressing parental needs or a longitudinal study to accompany such system.

D. Additional Information

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

Paste response here: Once this document is populated with current numbers (2015 NYSESLAT results, Regents scores, etc), we will have a signature page ready.

School Name: Information Technology H		School DBN: 30Q502	
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)
Joseph Reed	Principal		6/22/15
Joe Attilio	Assistant Principal		6/22/15
Michelle Solomon	Parent Coordinator		6/22/15
Olga Sakhno	ENL/Bilingual Teacher		6/22/15
Leroy Jolliffe	Parent		6/22/15
Myrtho Noel	Teacher/Subject Area		6/22/15
Prakash Shrestha	Teacher/Subject Area		6/22/15
	Coach		1/1/01
	Coach		1/1/01
Brenda Gargano	School Counselor		6/22/15
Juan Mendez	Superintendent		6/22/15
	Borough Field Support Center Staff Member		1/1/01
Natalia Bear	Other <u>Speech Teacher</u>		6/22/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **30** School Name: **Q502**
Superintendent: **Juan Mendez**

Before you begin, please check the following:

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

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

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

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

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

DOE data tells us that 56% of the students are of Hispanic origin. All communications with home are sent in English and Spanish. Furthermore, there are many bilingual staff member. The languages are: Arabic, Tagalog, Hindi, Cantonese, Korean, Russian, Ukrainian, French, Haitian Creole, Spanish, Greek, Hebrew.

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.

Albanian, Arabic, Bengali, Chinese, EWE, Greek, Hindi, Japanese, Korean, Nepali, Philipino, Polish, Portuguese, Punjabi, Spanish, Tamil, Tibetan, Ukrainian, Urdu, Uzbek

Part B: Creating a Communications Calendar

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

Parent Handbook (September), Parent Newsletter (ongoing throughout year), Field Trip Notifications (ongoing throughout year), Tutoring Notification (ongoing throughout year), PM School Notification (September, February), PSAT Notification (October), Open School Night/Parent-Teacher Conference Notification (October, March), Regents Prep Notification (November, April), Regents Exams Notification (December, May)

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.

PTA meetings (monthly), CTE Orientation (September), School Open House (October), Open School Night/Parent Teacher Conference (October, March), Grade Level College Readiness meetings (ongoing throughout year), FAFSA Night (ongoing throughout year), JupiterGrades training (ongoing throughout year), Graduation (June), PPTs (as needed), IEP meetings (as needed), Principal Suspension Hearings (as needed), Guidance calls to parents (as needed), Parent Coordinator calls with parents (as needed), Parental Contact by Teachers (as needed), Parental Contact by College Advisor (as needed) Robocalls to parents regarding upcoming events (ongoing), email blasts to parents regarding upcoming events (as needed).

Part C: Providing Language Assistance Services

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

Translation of documents and communications to Spanish and other languages which staff members are proficient will be done in house and funded via TL Translation Services funds and Title I Translation Services funds. Translation of large documents and communications will be referred to the Translation & Interpretation unit or outside vendor.

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.

Interpretation services in Spanish and other languages which staff members are proficient will be provided by in house staff and funded via TL Translation Services funds and Title I Translation Services

funds. Interpretation services for languages not spoken by staff members will be provided by the Translation & Interpretation unit.

Part D: Training Staff on Policies and Procedures

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

Training will be provided during professional development time by LAC.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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

Part F: Monitoring and Quality Control

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

Learning Environment survey