

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X365

School Name:

ACADEMY FOR LANGUAGE AND TECHNOLOGY

Principal:

JOSE VINALES

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Academy for Language and Technology School Number (DBN): 09X365
Grades Served: 9-12
School Address: 1700 Macombs Road, Bronx NY, 10453
Phone Number: 718-731-2019 Fax: 718-731-2031
School Contact Person: José Viñales Email Address: jvinales@schools.nyc.gov
Principal: José Viñales
UFT Chapter Leader: Michael Seltzer
Parents' Association President: Prisilda Espinal
SLT Chairperson: Michael Seltzer
Title I Parent Representative (or Parent Advisory Council Chairperson): Jose Cerda
Student Representative(s): Carlos del Rosario
Genesis Mora

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Room 841, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-8534 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: (917) 608-0230 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jose Vinales	*Principal or Designee	
Michael Seltzer	*UFT Chapter Leader or Designee	
Prisilda Espinal	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jose Cerda	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Carlos Del Rosario	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Genesis Mora	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Katherine Roberts	Member/UFT	
Ashley Urena	Member/UFT	
Jessica Kim	Member/UFT	
Maria Almonte	Member/ Parent	
Maria Morillo	Member/ Parent	
Yngri Urena	Member/ Parent	

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.

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

Teachers also provide after-school AIS instruction to our neediest students, from about 4-5 pm. In addition, students attend Saturday classes from 9-1 to better prepare for the state exams. Our school's mission is based on the belief that all students can graduate prepared for college and career.

Our School's Mission

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

In the past year we have made large amounts of growth in our passing rates for Regents and credit-accumulation. All teachers have been trained on creating curriculum aligned to the Common Core standards, and have successfully implemented the standards in all classes. In the 2014 cohort, 85.7% of students took the SAT exams, and over 60% of students enrolled in college courses immediately following graduation. Following discussions amongst grade teams and departments, the faculty has agreed that students need further development in their writing skills, and determining the meaning of unfamiliar words and use of academic vocabulary. As our school is 100% English Language Learners, all invested parties have agreed that a focus on building writing skills will lead to higher rates of college and career readiness, with increased scores on the SAT, AP exams, and the common core regents.

09X365 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	322	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	4	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	17
School Composition (2013-14)					
% Title I Population	93.7%	% Attendance Rate			90.8%
% Free Lunch	96.0%	% Reduced Lunch			0.7%
% Limited English Proficient	88.4%	% Students with Disabilities			3.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			0.7%
% Hispanic or Latino	99.3%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.99	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			13.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			4.52
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	40.0%	Mathematics Performance at levels 3 & 4			56.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	98.8%	% of 2nd year students who earned 10+ credits			93.2%
% of 3rd year students who earned 10+ credits	95.8%	4 Year Graduation Rate			90.9%
6 Year Graduation Rate	81.2%				
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			YES
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	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			YES
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	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			YES
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.

Our progress report data shows a graduation rate of 91%; however, our college readiness index is below the city and peer group. The goal is to raise the rigor in our instruction to close the gap of our students reaching the 12th grade in their college academic skills (data collected from SAT, PSAT, Regents Data, and Formative assessments). Our goal is to have our students exposed to more rigorous courses in order to prepare them for college and career readiness. Currently, we only offer one advanced placement course, and only 11th grade students may enroll in this course. Technology instruction provides students with rigorous training in order for them to pass technology industry certifications. This year’s data revealed a 77.5% of student earning industry certification on Photoshop . In addition, technology in instructional planning provides teachers with opportunity to align curriculum across subject areas and link assessments to the CCLS. Technology in the classroom addresses specific needs for scaffolding instruction to ELL’s and career training outlined in the CCLS .

Part 2 – Annual Goal

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.

All English teachers will provide rigorous instruction based on the on the Houghton, Mifflin and Harcourt (HMH) common core curriculum . 100% of juniors and seniors will be enrolled in at least one Advanced Placement course by June 2016. In the computer science and media communication classes, 80% of graduating students will receive certification on IC3 or Premier Pro respectively by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core 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>All curriculum is designed on Curricuplan according to templates that include CCLS standards, evidence of rigor, Routes to Intervention and Universal Design for Learning, and authentic connections. English teachers develop curriculum based on Houghton Mifflin Harcourt Collections Common Core curriculum in all grades.</p>	<p>9-12th grade students</p>	<p>September 2015 – June 2016</p>	<p>School Administration, Grade Advisers, Literacy Team Members, Teachers</p>
<p>11th grade students are offered Advanced Placement Environmental Science, and 12th grade students are offered AP U.S. Government. Students will also prepare for industry-standard certification courses in the Computer-Technology Education program in grades 10-12.</p>	<p>10th, 11th and 12th grade students</p>	<p>September 2015 – June 2016</p>	<p>School Administration, AP course teachers</p>
<p>Use of formative and summative data to identify targeted Common Core Learning Standards, skills, and Assessment for Learning (AFL). Use of Assessments for Learning (AFL) to empower students to track their learning progress on specific standards, provide appropriate scaffolds, and differentiation (tiered instruction).</p>	<p>9-12th grade students</p>	<p>September 2015-June 2016</p>	<p>School administrators Instructional Support Specialist, Grade Advisers, Teachers</p>
<p>There will be a 5% increase in the number of 11th and 12th grade students enrolled in the Monroe College Jumpstart Program.</p>	<p>11th and 12th grade students</p>	<p>September 2015 – June 2016</p>	<p>School Administration, Guidance Counselors</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>Educational Consultant, one instructional support specialist with limited teaching schedule, daily professional period for all grade teams to meet together daily.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

Teachers will create curriculum with department teams and align to Common Core Standards using common templates on Curricuplan. Teachers will review their curriculum with grade teams using the Tri-State Rubric, and submit curriculum to the instructional support specialist at the end of each trimester, in December, March and June. Periodic Assessments will take place in each class in September, November, March, and May to assess students' progress on the new HMH curriculum. Teachers will submit all assessment data and data analyses with curriculum to the instructional support specialist.

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.

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

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.

Academic supports and interventions will be strategized to address a targeted at- risk group of student and provide supports to meet their needs in order to maintain a highly supportive learning environment for all students. 20% of our lowest third of students based on the NYSESLAT results by grade level will increase one level on the NYSESLAT by June 2016.e

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
To support students with credit accumulation and enrichment, APEX licenses have been purchased for each 11th and 12th grade student. Additionally, all curricula are designed to incorporate differentiation, ESL methodology and scaffolding for the Common Core Standards they need to develop. Additional per-session funds will be set aside for teachers to monitor student progress in	9th-12th grade Students	September 2015-June 2016	Assistant Principal and Coordinator

the APEX program and in the after school Regent’s Academy and Saturday Academy.			
Common Planning time will be allocated for interdisciplinary planning and character development through the school’s seven values of success. Data driven responses to intervention will include push-in instructors for Regent’s based classes that will enable small group and targeted instruction.	9th-12th grade Students	September 2015-June 2016	Administration, Grade Advisers
In order to maintain a supportive learning environment, teachers will be provided with opportunities to collaborate for small group intervention through Blended Learning- ILearn and APEX. Students will have online course periods embedded in their daily schedules and Design Your Own Assessment data will be submitted to administration quarterly for review and feedback. From these results, strategic student groupings in daily classes, after school tutorials and Saturday Academies from beginning in October will be reconsidered and, if necessary, revised. Individual meetings with teachers, counselors, and other staff will be scheduled accordingly to support students in their learning.	Students	September 2015-June 2016	Administration, Grade Advisers
Professional Development will be provided to all teachers on ESL methodology as well as direct and indirect vocabulary instruction. Professional development on how to improve students’ academic vocabulary and writing skills across content areas will take place through grade team meetings. Quality Teaching for English Learners training on ESL strategies as well as Routes To Intervention methodology will be provided to all teachers throughout the year.	Students	September 2015-June 2016	Administration, Grade Advisers, Literacy Team Teachers

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will receive daily support on professional development, with a focus on literacy practices and RTI/UDL during common planning time. Inter-visitations will be conducted amongst teachers once in the Fall and once in the Spring. School leaders will track and monitor student attendance at after- and Saturday school throughout the year. The Assistant Principal will monitor student progress on APEX online learning program.
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.

Based on the School Quality Guide, English Regents results show a 72% passing rate. State assessments are being shifted towards the Common Core Learning Standards and our English learners’ population is faced with more challenging standards. Our students continue to struggle expressing their thoughts in writing, face the challenge of learning a new language and building their vocabulary across all subject areas .

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.

Department teams and grade level teams will meet weekly and week daily to monitor progress towards literacy goals. Through collaborative teachers’ practices and rigorous instruction, there will be a 3% increase in the passing rate on the English Regents exam from 69% passing in June 2015 to 72% passing by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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>All content departments will align all learning standards to the Common Core Learning Standards including the Citywide Instructional Education Shifts.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Instructional Support Specialists</p>

Quarterly formative assessments administered to assess progress in selected Common Core Learning standards	All teachers, all students	September 2015-June 2016	Administration, grade advisers
In order to include teachers in the decision making process, additional time will be allotted for PD in the content team as well as peer-visitations among content teachers. These interactions will be teacher guided and will provide time for collegial feedback and review amongst teachers. The implementation of the courses will coincide with the school calendar .	All Faculty members	September 2015-June 2016	Administration, grade advisers
Professional Development will be provided to all teachers on English as a Second Language methodology as well as direct and indirect vocabulary instruction. Professional development on how to improve students' academic vocabulary and writing skills across content areas will take place through grade team meetings. QTEL training on ESL strategies as well as RTI methodology will be provided to all teachers throughout the year.	All Faculty members	September 2015-June 2016	Administration, instructional support specialist

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.											
Time has been allotted for the literacy team to meet on a weekly basis. Per session has been set aside for after school tutoring and Saturday Regents Prep.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teachers will follow literacy plan timeline by grade and department level to monitor progress and implementation of literacy goals. Teachers will assess students' progress using periodic assessments in all departments in September, December, March and June. Grade teams will analyze student data from mock regents after each administration.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The implementation of Danielson’s Framework provides for a necessity of short, frequent cycles of collaborative analysis of student work and teacher performance for timely, specific, and relevant professional development that teachers can quickly implement during instruction. Upon analysis of Advance online system, we have identified component 3B as the lowest average component for most instructors during the 2014-15 school year. Teachers also received surveys on professional development at the end of the previous school year, and many indicated that they required additional support in questioning and discussion techniques.

Part 2 – Annual Goal

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

By June 2016, 20% of teachers who received developing in component 3B of Danielson's Framework will improve by one level through effective school leadership and collaborative teacher practices .

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 parent leadership and engagement as a key lever for school improvement. 			
All teachers will create individual professional goals and individual student learning targets .	All teachers	September 2015-June 2016	Principal, Instructional Support Specialist

School-wide faculty meetings will be held once a month to address goals for teachers and within the departments, personal PD plans, teacher progress in Danielson's Framework and CCLS and teaching and learning clinics informed by mentors, the principal, and educational consultants	All teachers	September 2015-June 2016	Principal, Instructional Support Specialist
Grade teams will meet daily for common planning time to keep current with each other's progress in terms of content, collaboration, and CCLS, along with the allocation of time for peer-to-peer professional development. All teachers will be provided with an in-depth teaching and learning rubric based on Danielson's Framework that will be used to assess performance that will help aid in the creation of identifiable professional development goals for the year.	All teachers	September 2015-June 2016	Principal, Instructional Support Specialist
Teachers will be provided with mentors and lesson clinics with instructional specialists and consultants. During this time, teachers will work one on one in order to maximize instructional time in the classroom.	All teachers	September 2015-June 2016	Principal, Instructional Support Specialist

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.										
The Instructional Support Specialist has received a lightened teaching load to meet with teachers, conduct professional development on Danielson's Framework, and engage in lesson clinics with developing teachers.										
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.
The Instructional Support Specialist will create a professional development plan that provides training on all areas of Danielson's Framework, and focuses on teaching strategies to increase questioning and discussion techniques. School leaders will conduct observations between September and May to monitor teacher's progress in all areas of Danielson's Framework. Teachers will meet with the principal in September to establish year-long goals, in January to measure progress toward their goals, and in May to evaluate their progress throughout the year.
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.

Our school community is made up of 100% Spanish-speaking families, many of whom are new to the country and do not speak English at home. During parent associations meetings parents have expressed interest in ESL classes for adults. In order to assist parents in developing a second language and integrating into the community, the school community has decided to offer ESL classes to parents and guardians of our students.

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.

Parent engagement will increase with a larger number of parents attending Saturday ESL classes. A minimum of 20 parents will attend Saturday classes throughout the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>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>An ESL teacher has been designated for Saturday ESL classes. Parents will receive fliers informing them about the Saturday classes during September's curriculum night.</p>	<p>Parents and Guardians</p>	<p>September 2015-2016</p>	<p>Administration</p>

Student leaders will be chosen to support with Saturday parent classes, and become assistant teachers in upcoming school years.	Students	September 2015-2016	Administration
Our partnership with Bronx Connect will establish a leadership club for students, and create student leaders who can further our school's social-emotional learning program and better support our parent and community engagement.	Students	September 2015-2016	Administration, Bronx Connect

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.											
Title 3 funds will be used to pay the Saturday school teacher and develop the parent association.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.										
Parent attendance will be taken on a weekly basis and monitored throughout the school year. At a mid-year benchmark we will assess students' levels of English to determine whether or not we will need to offer classes at different levels.										
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)	All ELL students will receive Academic Intervention Services in 9 th and 10 th Grade. Students who fail to pass the English Regents in 10 th grade will attend AIS in 11 th and 12 th Grade.	All 9 th and 10 th grade students attend special Saturday Institute Classes ; 11 th and 12 th grade students receive additional English classes throughout the day. Additional instruction time is provided for tier 3 students in all grades after school and on Saturdays	These classes are divided by English language proficiency. Students attend tutoring sessions that target English reading and writing skills and strategies.	Students will receive additional English and ESL classes during their regular school day. In addition, after school and Saturday classes will be offered throughout the school year.
Mathematics	All ELL students will receive AIS in 9 th and 10 th Grade. Students who fail to pass the Algebra Regents in 10 th grade will attend AIS in 11 th and 12 th Grade.	Design Your Own Assessment and Differentiated instruction will be used to target specific math standards necessary according to the Common Core needs assessment. Tier 3 students receive after school and Saturday academic intervention classes.	Students will receive small group instruction after school and on Saturdays.	Students who have scored below passing on the Regents exam receive additional instruction in the summer and Saturday Academies prior to the Regents. In addition, because of our extended-day schedule, all students spend additional periods each week during the regular school day with a certified math instructor.
Science	All ELL students will receive AIS in 9 th and 10 th Grade. Students who fail to pass the Living Environment or Earth Science Regents in 10 th grade will attend AIS	DYO assessments based on selected CCLS will be used to target specific science standards necessary according to the Common Core needs assessment. Tier 3 students will	Students will receive small group instruction after school	Students who have scored below passing on the Regents exam receive additional instruction in the summer and after school. In addition, because of our extended-day

	in 11 th and 12 th Grade	receive additional periods of science instruction after school		schedule, all students spend additional periods each week during school hours with a certified science instructor.
Social Studies	All ELL students will receive AIS in 9 th and 10 th Grade. Students who fail to pass the Global and US History Regents in 10 th grade will attend AIS in 11 th and 12 th Grade.	DYO assessments will be used to target specific social studies standards necessary according to the Common Core needs assessment. English and ESL teachers support history by supporting the content and literacy skills presented in the History Regents. Tier 3 students also receive additional instruction after school and during Saturday Academy.	Students will receive small group instruction after school and on Saturdays.	Students who have scored below passing on the Regents exam receive additional instruction in the summer and after school. During the implementation of our extended-day schedule, all students spend additional minutes each week during school hours with social studies instructors.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have low attendance (less than 70% attendance), are at-risk for failing classes, or who are not on track for graduation by the end of 10 th grade.	Counselors may get referrals from teachers, school staff, and class observations about specific student needs. They will promote student success, provide preventive services, and identify and respond to students' needs addressing academic, career, and personal/social development. A.L.T. school counselors provide direct services to students and families, individual student planning services, and preventive and responsive services. Our counseling curriculum: 1) Implements developmentally	Students targeted for Academic Intervention Services receive individual, group counseling and class intervention.	At-risk services will be provided to students during the school day

		<p>appropriate and prevention-oriented group activities to meet students needs and support school goals</p> <p>2) Provides leadership and with other educators to ensure students' academic success</p> <p>3) Provides individual and group counseling to students with identified concerns and needs</p> <p>4) Implements effective referrals and follow-up processes</p> <p>5) Participates in professional developmental activities to improve knowledge and skills.</p> <p>6) Fosters early awareness and exposure to colleges and careers.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Describe the strategies and activities including strategies for recruitment, retention:</p> <ul style="list-style-type: none"> • Teachers have an open door to participate in leadership teams, create their own extracurricular programs, pursue opportunities to participate in meetings with partners and attend conferences (paid for by the school), and receive opportunities to attend outside training and receiving training rates • Teachers are also given the opportunity to manage the hiring process; therefore, teachers are hired by other teachers • Teachers are also given the opportunity to develop their career interest with the support from the administration <p><u>Supports:</u></p> <ul style="list-style-type: none"> • All teachers are scheduled to meet daily for Common Planning Time where collaboration, support, and time to reflect on teaching and learning is facilitated • All teachers, as needed, have the support of having individualized lesson clinics. This clinic is to allow the teacher to work with an instructional specialist to clarify and develop best teaching and learning practices • Teachers are assigned a mentor teacher that continue the added support on a weekly basis • Outside consultants are hired to further provide added supports, professional development and feedback to teachers as needed

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"> • Teachers receive feedback on curriculum alignment from instructional specialists, administration, educational consultants, and colleagues during daily common planning time.

- Teachers are provided with model curriculum map and unit plans designed to enable all students to meet the Common Core State Standards.
- Teachers, administrators and instructional support have access to one another's curriculum through the online curriculum planning tool Curricuplan.
- Grade and Department teams share student data and progress on specific common core standards following each quarterly assessment.
- All first and second year teachers receive an individualized weekly lesson clinic with an instructional support specialist.
- All teachers are scheduled to meet daily for Common Planning Time where collaboration, support, and time to reflect on teaching and learning is facilitated.
- Outside consultants are hired to further provide added supports, professional development and feedback to teachers as needed.
- Peer observation and inter-visitation is facilitated and encouraged by grade teams.
- All teachers receive an Ipad 2 to facilitate professional development and use of technology in instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

- Use of data – Teachers teams review student work and student assessment data to determine gaps and to tier students based on results. Tiered instruction is used as a strategy to improve instruction and student outcomes.
- Teacher had an active role, through individual goal-setting as well as content and grade level team, in the selection of specific assessments to determine measure of student learning

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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	292,565.00	X	5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	26,396.00		5B, 5C
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,054,906.00	X	5A, 5B, 5C, 5D, 5E

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) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- 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.
- conduct parent workshops with topics that may include: ESL classes, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- holding an annual Parent Curriculum Night;
- 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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school events and programs calendar designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Academy for Language and Technology, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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;
- 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: Academy for Language and Techn	DBN: 09X365
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>175</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 type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>5</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: Pathways to Success is a program for our newcomers to educate and foster College and Career Readiness. Many of our students are recently arrived immigrants from the Caribbean, including students with Interrupted Formal Education (SIFE), and/or Long-Term ELLs. Research has shown that strategic, theme-based programs improve academic progress and success within the content area. Using an interdisciplinary approach, students will have an opportunity to experience the content that they are learning in the standard curricula to be reinforced through additional instruction given during the week and on Saturdays through in-depth interdisciplinary collaborations. A strong emphasis will be placed on literacy, numeracy, and academic rigor, often found in this kind of interdisciplinary approach. Furthermore, in following the theme of College and Career Readiness it is essential that our students are provided with meaningful content. Each course is interactive and recognizes the various learning styles and modalities that each child brings to the experience. Students learn best when all modalities, reading, writing, listening and speaking are involved and they are provided with opportunities to interact with the content in this way.

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

The program will begin in the month of October 2014 and end in May 2015. Two certified ESL instructors and one certified bilingual teacher will join five certified content teachers to implement instruction. These teachers include: two english teachers, two math teachers, two science teachers, and two history teachers. The bilingual and ESL teachers will support in the instruction, planning, and implementation of instruction with the other teachers. Also, they will push-in with the content area teachers in order to best provide the support needed for the students. The teachers (both content area and language area) will plan and deliver interdisciplinary lessons regarding larger issues in their respective fields. These objectives will require students to produce and use language in the four main modalities as well as recall, understand, apply, analyze, evaluate, and create tasks that are cognitively challenging and appropriate. These additional two hours outside of the classroom may reinforce content and test prep but are not the objective center.

Because our school specifically serves newcomer ELLs and currently has an 83% ELL population with 97% ELL classifications occurring in the 9th and 10th grade where newcomer populations are the highest, the program will be open to all 9th graders and 10th graders. Long-Term ELLs in the 11th and 12th grades will also have an opportunity to join this program. This group of students will account for the diversity of our school including English Language Learners, SIFE, and Students with Disabilities (SWDs). Following the transitional bilingual model (TBE) and freestanding English as a Second Language (ESL) instructional models of our schools, students will be taught in English with extensive supports in Spanish. Students will use laptops, smartboards, powerpoint, software, graphing calculators, and iPad technology to facilitate learning. Participating in high school courses, Career and Technical Education certification exams, Work-Based Learning activities and Internships providing students with instructional supports to build professionalism and instruction on how to fine tune interpersonal skills is essential to our students being able to articulate their talents, and eventually gain entrance to a post-secondary

Part B: Direct Instruction Supplemental Program Information

[Week 16: February 23-February 28, 2015: Content Topics](#)
[Week 17: March 2-March 7, 2015: Content Topics](#)
[Week 18: March 9-March 14, 2015: Content Themes](#)
[Week 19: March 16-March 21, 2015: Content Connections](#)
[Week 20: March 23-March 28, 2015: Content Connections](#)
[Week 21: March 30-April 4, 2015: Content Connections](#)
[Week 22: April 13-April 18, 2015: Assessment](#)
[Week 23: April 20-April 25, 2015: Content Themes](#)
[Week 24: April 27-May 2, 2015: Assessment](#)
[Week 25: May 4-May 9, 2015: Assessment](#)
[Week 26: May 11-May 16, 2015: Reflections](#)

Part C: Professional Development

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

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

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

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

These planning meetings will serve as a collaborative and professional critical work period for all involved. During these planning sessions, the goal of maximizing student potential and success through acquisition of knowledge and deep connections between content areas both professional and academic, will be the main focus. These sessions will serve as a way for teachers to ensure that their planning connects with their field's professional areas, meets the appropriate language scaffolds and supports in the four modalities of language, and that the theme of College and Career Readiness is prevalent in all. Lessons will include a measurable learning target aligned to the Common Core State Standards, Language Objectives, and activities for students based on QTEL (Quality Teaching of English Learners) methods.

1: October 1, 2014: Planning: Language Acquisition

2: December 3, 2014: Planning: Language Development

3: January 7, 2015: Mid-Point Assessment: Assessing Languages

4: March 4, 2015: Planning: Language Use in four modalities

5: April 1, 2015: Planning: Academic Language Vs. Social Language

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

Part D: Parental Engagement Activities

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

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

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

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

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

-We will be providing a Saturday Academy for parents that will serve as a way to provide ESL for our parents and Technology tools. Parents willll learn basic BICS (Basic Interpersonal Communication Skills) and get a course in basic technological tools. This includes knowing how to use Microsoft Office and PS and Mac operating systems.

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Jose Vinales	Assistant Principal Jessica Orban
Coach Elena Rovalino	Coach Claire Brennan
ENL (English as a New Language)/Bilingual Teacher Katherine Burke	School Counselor Oscar Bolivar
Teacher/Subject Area Darling Ayala, Math	Parent Jose Infante
Teacher/Subject Area Michelle Deery, ELA	Parent Coordinator Stephanie Santos
Related-Service Provider Katherine Roberts, Sp. Ed.	Borough Field Support Center Staff Member type here
Superintendent Carron Staple	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	3	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	311	Total number of ELLs	242	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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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										86	80	36	33	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	226	Newcomers (ELLs receiving service 0-3 years)	195	ELL Students with Disabilities	10
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	1

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	199	72	8	8		2				0
DL										0
ENL										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 Spanish										86	80	36	30	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: _____

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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)										53	18	3	1	0
Emerging (Low Intermediate)										13	23	4	3	0
Transitioning (High Intermediate)										6	17	7	7	0
Expanding (Advanced)										7	22	22	22	0
Commanding (Proficient)										0	8	27	6	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													27	20	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	4	28	48	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	72		68	
Integrated Algebra/CC Algebra	72	72	69	69
Geometry/CC Algebra	75		36	
Algebra 2/Trigonometry Math _____	28		4	
Chemistry				
Earth Science	75	75	23	23
Living Environment	72	72	68	68
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	72	72	68	68
Geography				
US History and Government	72	72	68	68
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.
 At the Academy for Language and Technology (ALT), we implement a school wide DYO Design Your Own periodic assessment system. With this type of set up, each teacher is able to create a skills based assessment of each individual student. Because we are a high school for newly arrived immigrant students, these assessments quantify the skill sets of our students in reading and writing in both native languages and learned languages. Teachers then take that data to plan and revise their individual lessons and set professional goals in order to measure student learning. Each DYO also includes a written component. This component is based on the contents needs and specific writing skills. Students are given these periodic assessments in both their languages. Teachers then take this data to create goals to measure student learning in writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We see a gradual growth in proficiency from 9th grade to 11th grade. In 9th grade, most students are entering and emerging. This number reduces in 10th grade, and reduces even further in 11th grade so that most students are expanding, transitioning, and commanding. Additionally, our data reflects our intake from year-to-year. Cohorts with a higher number of newcomers (such as the 9th grade, above) demonstrate higher numbers of entering and emerging students at the end of their first year. Our early emphasis on reading and writing is apparent through the rapid increase in these scores through the 9th and 10th grades. Our Inquiry Team work in literacy in these grades impacts these results so that by 9th grade, more students are transitioning, expanding, and commanding. College Prep work will be implemented even earlier in coming years (periodically in 9th and 10th grades) to move students as quickly as possible into academic proficiency in English reading and writing. Our Blended Learning initiative will help us to use technology to increase student proficiency in all modalities, but particularly in listening and speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Looking at the patterns we can see that the majority of our 9th 10th and 11th grade students are at beginner and intermediate levels in all four modalities. A majority of our 12th grade students are at intermediate and advanced levels in all four modalities. These patterns instruct our instructional decisions by ensuring that as students progress through the grades they also progress in English language acquisition (AMAO 1). In order to do this, combined with our TBE and ESL model, students are placed into the appropriate

environment and setting for their language acquisition. As they progress, classes are offered in English. In order to increase the number of students attaining proficiency, teachers design lessons that involve a specific language modality components assessed by native-like fluency (AMAO 2). We measure the progress of our ELL subgroups by our DYOs. All teachers keep track of their data and carry it with them to ensure that they are planning to increase student learning.

4. For each program, answer the following:
 - 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?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [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:

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

At the Academy for Language and Technology, second language development and acquisition is at the forefront of our decisions. Students follow an extended day schedule which allows for additional instructional time. We also provide Academic Intervention Services after school and a Saturday program. These programs are developed to increase the use of English in all four modalities. Furthermore, our school's theory of action works to ensure that all teachers provide rigorous lessons that require students to make meaning of what they are reading. We ensure that teachers tier-ed groups are transparent and evident to all, including the students themselves. We provide students with authentic learning experiences and performance based tasks.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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).

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

Part IV: ELL Identification Process

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

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

Upon entrance to the school, parents are greeted by the parent coordinator and guidance counselors. Mr. Bolivar, bilingual guidance counselor, speaks with the parents. He then does an informal interview with the parents in the native language of Spanish. This serves to provide background information of the student and the home. Then, Mr. Bolivar and Ms. Alvarez, guidance counselor, conduct the Home Language survey and ELL program choice survey. Within 10 days of admittance, Ms. Brennan, English teacher, Ms. Kopp, Assistant Principal, or Ms. Rodriguez, ESL teacher, will assess all potential incoming ELLs using the NYSITELL exam.

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).

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

3. Describe 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).

Mr. Bolivar, Guidance Counselor and Ms. Kopp, Assistant Principal create entitlements letters each fall based on student performance on the NYSITELL (newcomers) and NYSESLAT (returning ELL students). Once these letters are created, addresses are cross referenced with students. Once students have confirmed addresses, the letters are mailed out. This happens in September. Copies of each letter are printed and placed in the English Language Learner Compliance binder located in the Guidance office. Proficiency letters are also sent to students who, through the NYSESLAT, pass out of ESL. All students who enter A.L.T. come from Spanish-language backgrounds; however, they are not all ELLs. After our guidance counselors review the Home Language Survey, and after ESL coordinators conduct the NYSITELL, students in each cohort are placed into one of four groupings based on language proficiency and parent choice. Parent Survey and Program Selection Forms are mailed home in September. They are collected by the guidance counselors, Ms. Alvarez and Mr. Bolivar. Copies are stored in the guidance office ELL Compliance binder.

4. Describe 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.

After our guidance counselors review the Home Language Identification survey, students take the NYSITELL. Then, after this is conducted by Ms. Brennan and Ms. Kopp, licensed pedagogues, students in each cohort are placed into classes according to language proficiency. Mrs. Kopp, Assistant Principal, prints placement letters and mails them to parents as soon as students' NYSITELL results are completed. Placement letter copies are stored in the ELL compliance binder in the guidance counselors office. Guidance counselors, Ms. Alvarez and Mr. Bolivar, are present at Open House forums and during the HLIS in order to provide translation services for parents. Then, information on the ELPC screen is updated.

5. Describe 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).

Parents attend an open house and are invited to meet with guidance counselors following the mailing of notification letters. Parents discuss their child's ELL status and are informed of the right to appeal ELL status during this meeting. Meetings can take place in either English or Spanish.

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.

During new student orientation, students are required to meet with the bilingual guidance counselors to take the home language survey. During this meeting, parents also watch a video in which they are informed of the three program choices for ELL services. Parents who indicate that they would prefer their child to participate in a program that is not offered in this school are referred to schools where those programs are offered. Parents who indicate that they would like their child to participate in a transitional-bilingual program begin the enrollment process for their student.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Guidance counselors and out bilingual parent coordinator, Ms. Santos, contact all parents to invite them to Curriculum night. All parents are asked to complete parent surveys and program selection forms when they come to the school. Parents who do not attend are sent their surveys and forms through mailings and forms are also sent home with students. Parents who do not respond will automatically have their children enrolled in our bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent coordinator, Ms. Santos, collects all parent survey and program selection forms and records those that have been returned and those that have not. She calls parents who have failed to respond, and files all forms in the counseling office.
9. Describe how your school ensures that placement parent notification letters are distributed.
Ms. Santos, parent coordinator, conducts a mass mailing of the placement parent notification letters. Letters are sent to the addresses on file for each student. Students also receive a copy of their parents' notification letter to bring home with them.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documents are kept in an ELL compliance binder kept in the counseling office.
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.
The first step to ensure that all students receive the NYSESLAT is to run a report of all ELLs in the school. Ms. Brennan, Instructional Support Specialist, creates the list using ATS reports of all students with current ELL status, and cross references the list with students who have received the exemption from the NYSESLAT for their Regents reports.
Next, this list of students is divided up amongst teachers to administer the speaking portion of the exam. All teachers are trained on administering the NYSESLAT exam during Common Planning Time, and provided with a list of students and testing materials. They are given 4-6 weeks to conduct roughly 8-10 speaking exams.
Next, all students are scheduled to take the remaining sessions of the NYSESLAT exam. Students take these portions of the exam during a regular school day, and receive unlimited amounts of time on the exam.
Finally, the literacy team is trained on rating the writing portions of the exam. Teachers stay after school for several hours one evening to rate the writing portions of the NYSESLAT exam, and submit scores through bubble sheets. Ms. Brennan assigns tests to specific teachers to ensure that teachers are not rating their own students' exams.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
When NYSESLAT results from the previous year are run at the school, Mrs. Kopp, assistant principal, prints continued entitlement and transitional support parent notification letters for all necessary parents. These letters are sent in a mass mailing to home addresses, as well as delivered home with students.
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).
Parents have indicated that they are happy with the transitional bilingual model offered at our school, and nearly 100% of parents choose this program for their children. Our transitional bilingual program model provides parents with alignment between the education they want for their children and the education their children are receiving.

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.
 - b. TBE program. *If applicable.*
At ALT, we have several organizational models to deliver instruction. NYSESLAT data is used to create heterogeneous classrooms where students can receive support from both the teacher and their peers. First, instruction is delivered to all students in self-contained laboratories that are designated TBE. Next, students with specific instructional needs are supported by push-in ENL teachers and receive special education services through the SETTs model. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade

students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance. Students are scheduled in the allocated time for ENL and ELA classes with licensed teachers in all areas. Block scheduling is used in all grades, where teachers are able to provide direct support to each lab as they take classes together throughout the day. Students receive tiered instruction in each class, and teachers are able to differentiate student learning activities for students at different level of english proficiency, literacy, and numeracy. Grade and department team meetings are conducted to allow for students to plan curriculum, lessons and review data for all students.

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)?

In the 9th grade, where most of our students are at the entering and emerging levels, students receive home language support for multiple periods a day through content support. In the upper grades students also receive home language support in the form of content area support. Teachers with bilingual certifications teach in the 9th grade, including History and Math. ENL teachers are in the 9th and 10th grade. ELA teachers are in every grade. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. ELA is supported by content teachers through literacy strategies and language development. All content courses are taught using ENL methodology and/or taught based on English proficiency level of class.

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

In science classes, instruction is delivered according to the English proficiency level of each self-contained classroom. All grade-level classrooms are categorized as Transitional Bilingual Education and receive extensive support in Spanish, which varies depending on student's levels and yearly progress. When applicable, additional classroom support is given to target students through After-school academic intervention services. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Strategic Groupings, differentiated instruction, DOK wheel, Technology-rich lessons, Scaffolding, blended learning and Literacy-based activities.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade students receive home language support through bilingual global instruction. In the upper grades students are challenged with rigorous courses such as A.P. Government and provided with instructional supports in all grades. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Literacy strategies such as annotated reading, frayer model, and other research-based literacy practices are infused into daily instruction. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology and online textbooks. Students who are missing history regents in the upper grades receive academic intervention services after school with a bilingual history teacher.

Literacy support is offered to all students through ENL and ELA instruction. All students receive ELA instruction with a licensed English teacher, and students in the lower grades receive ENL classes on a daily basis. Content is made comprehensible through various strategies such as scaffolding, TPR (Total Physical Response), tiered instruction, and differentiation as it applies to four language modalities (speaking, listening, reading and writing). All English classes are aligned to the common core curriculum, and all English teachers are trained in the utilization of the common core curriculum materials. Teachers use literature circles to provide students with additional reading support through small group instruction.

In mathematics, the language supports are differentiated according to the english proficiency levels of students in that classroom. In 9th grade, students take math class with a certified bilingual math teacher. In the upper grades, students receive math instruction in the language appropriate for their level. Math teachers employ a range of instructional strategies such as calculator instruction, graphic organizers for guiding students through word-problems, tiered instruction, scaffolding, and differentiated assessment.

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

Students are appropriately evaluated in their native languages. Upon entrance, students are administered the NYSITELL exam to assess their knowledge of English, and placed in the correct instructional group as a result. Students then take the NYSESLAT every year. Teachers use this data to plan their instruction. Aside from these tests, students are also assessed periodically according to content. These content teachers use these assessments as a way to evaluate their native language instruction. Students receive the option to take regents in their home language, and many teachers provide assessments in both languages throughout the school year.

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

In all classes, students receive a diagnostic exam in all grades. These are used to place students in tiers, measure student progress throughout the year, and provide students with the necessary instructional supports. In the ninth grade, these diagnostics are used to place students in learning labs suited to their English proficiency. In the tenth grade, students are prepared for the ELA regents with the expectation that they will pass and have the opportunity to take more advanced English courses in the upper grades. In 11th grade students prepare for the SAT, and students who have not passed the ELA Regents receive differentiated instruction designed to support second language acquisition. Students receive after school tutoring, Saturday academy, and summer school for additional support in preparation for ELA Regents. Throughout the year, students are assessed on writing and reading through periodic assessments in each content. Furthermore, students take the NYSESLAT each year as necessary. Students speaking is assessed by the ENL teachers on the NYSESLAT and data is shared across the school. Students' listening is assessed on the NYSESLAT and data is shared across the school.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Students who are recognized SIFE receive additional support in the Academic Intervention Academy and the Literacy Institute. In addition, content teachers provide regularly scheduled pull-outs with these students and after school tutoring. Teachers also meet in content inquiry teams and grade teams to discuss these students' needs, strengths, weaknesses, and progress and determine effective teaching strategies. SIFE students receive academic and social-emotional supports during bi-weekly meetings with grade team teachers, where they discuss progress to graduation, academic progress and transition to high school and college. SIFE students are arranged in both heterogeneous and homogeneous groups according to English proficiency. Instructors differentiate by using different tasks, texts, and final products. Students create specific goals for their reading and writing skills, which are updated every marking period, following a formative assessment. These goals are used to create tiered instruction for all students. SIFE are promptly given diagnostic content tests to gauge target areas. After-school and weekend tutoring services are then provided to strengthen weak content-area knowledge. ENL teachers support SIFE students in the content areas through push-in classes. Scaffolds are used on a daily basis in teacher-directed instruction, differentiated activities and worksheets, and during after-school tutoring.

For newcomers and developing students, 9th grade students are taught some content area classes in their native language. As students progress, native language supports are gradually withdrawn to accommodate students' growing English proficiency levels. Teachers of newcomers are trained in ENL methodologies, and receive training in literacy practices from an instructional support specialist. All classrooms receive instruction primarily in English with extensive Spanish support; that is, materials as well as lessons are presented in both languages simultaneously. Additional support materials consist of distributable lessons in the native language as well as online materials; these items are made available early and consistently throughout the semester to this one classroom. Teachers provide continuous periodic assessment (diagnostic, formative, summative, and predictive exams) to help focus and gauge the effectiveness of content, language, and critical thinking skills acquisition. All instructors gradually increase instruction in English during the second year of secondary education as dictated by English proficiency levels. By the third year of secondary education, students are expected to absorb, be engaged, and respond to lessons, activities, and written work requests primarily in English.

Long-terms ELLs: N/A, school does not have any long-term ELLs.

For our former ELLs, we have continued to differentiate according to the students' specific literacy deficiencies and strengths. Former ELLs have received small group, specialized instruction, and continue with increasingly advanced mainstream courses. We continue with our literacy practices and uphold high expectations, but also uphold the specific requirements for the Common Core. Targeted interventions programs for ELLs in ELA, math, social studies and science include regularly scheduled Academic Intervention supports for students scoring low on Regents and/or in-house periodic (DYO) assessments. In general, these pull-outs are conducted in English with home language support, depending on the needs of the students and the language in which the summative assessment will be given. In these subject areas, this occurs at least once a week throughout the year. Students who have reached proficiency on the NYSESLAT continue to learn from content area teachers capable of bilingual instruction when necessary. Furthermore, they are given support in advanced AP courses, SAT and college preparation courses, blended learning courses through APEX, etc. Per our professional development programs for all teachers, scaffolded instruction is provided to proficient students as they deepen their understanding of content areas in English. Test accommodations for former ELLs are extended time and dictionary use.

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.

Chart have not yet received an approved re-identification request, so this question does not apply.

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?
 At ALT, we follow a SETTS model. Students are pulled out to receive SETTS with a certified special education teacher according to their IEPs. Special education teachers regularly meet and conference with teachers during Common Planning Time. Furthermore, all teachers include instructional models of RTI and UDL to support the learning of all students and ensure that each lesson includes multiple entry points.

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?
 ELL-SWDs work with the special education teacher to determine goals and receive instructional support with content area classes. All teachers include RTI/UDL in their regular curriculum planning, and receive same language proficiency supports as all other ELL students. The special education teacher reviews the IEP and schedules students according to their individual needs.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

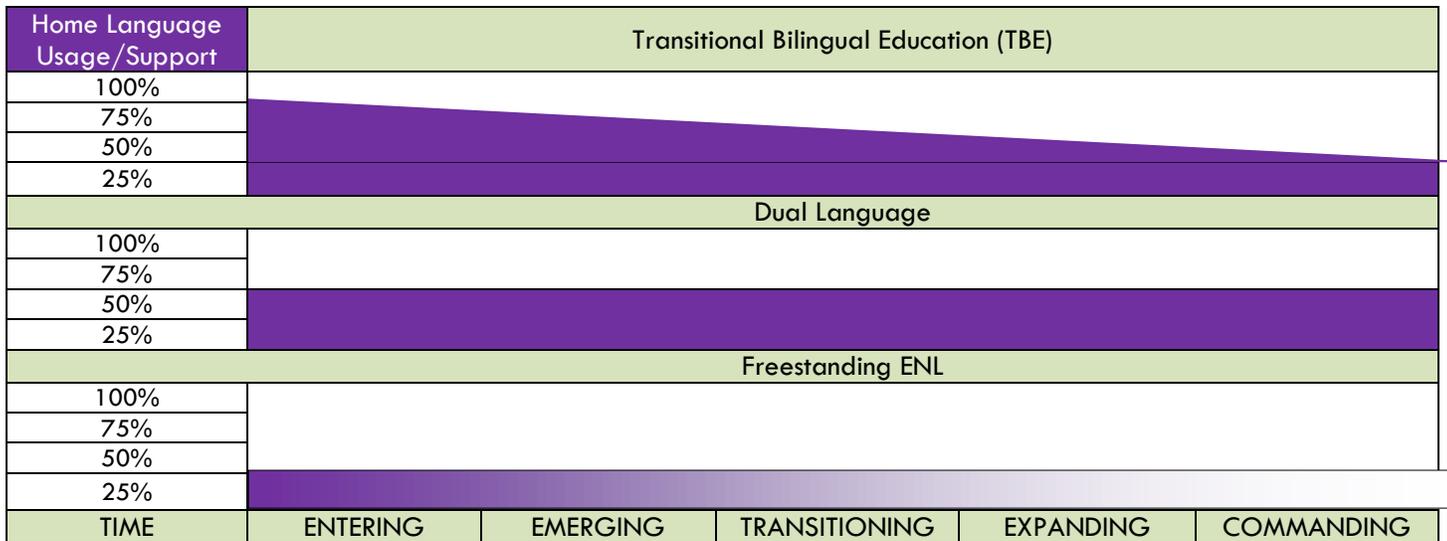


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All content area subjects offer after-school academic intervention services, Saturday school tutoring and small group instruction during the regular school day. 9th grade students receive push-in services from their ENL teacher, who supports content area instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program of TBE is meeting the needs of our students by providing choices according to data and language proficiency level. All teachers provide multiple entry points into content and ensure that students maintain a rigorous depth of knowledge. We have implemented a school wide writing system, with each grade focusing on different skills. All teachers align instruction to the common core standards, and are working toward a common school-wide goal to increase reading comprehension across content areas. All teachers provide rigorous instruction in all content areas, resulting in a graduation rate above 95% for the past three years.
12. What new programs or improvements will be considered for the upcoming school year?
This year A.L.T. will continue the implementation and development of its integrated technology courses. This year, all 11th grade students will take Advanced Placement Environmental Science and 12th graders will take A.P. Government. A four-week orientation for new ELLs is conducted every August at A.L.T. One-day orientations are also offered for students and parents throughout the spring. The Jumpstart program through Monroe College offers students and opportunity to receive college credits while still in high school. All ELL and former ELL students will receive a college advisory course once a week to facilitate college and career readiness.
13. What programs/services for ELLs will be discontinued and why?
n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All after school and Saturday school programs are designed to support ELL students. Because our school is 100% ELLs and former ELLs, these extracurricular programs are attended by 100% ELL and former ELLs.
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.
At ALT, technology is embedded into all of our instruction. All teachers use the SMART board to make interactive presentations. Each grade receives a different technology class in order to prepare our students to be CTE certified. By the 11th grade, students are creating their own interactive presentations and are PowerPoint certified. Teachers are able to implement a wide use of UDL as the technology brings the presentations to life. Furthermore, all teachers have iPads that they use to provide additional scaffolding and support. Two computer labs have been added to facilitate technology instruction, in addition to classroom sets of laptop computers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Classrooms are set up according to the NYSITELL/NYSESLAT results. Students are arranged in both heterogeneous and homogeneous groups according to English proficiency. Instructors differentiate by using different tasks, texts, and final products. In order to support native language for each program model, early grade students are supported with periods of content instruction in their native language. As students get older and begin to evolve through the programs, these native language supports are seen through specific and targeted interventions as their classes are primarily in English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
As mentioned above, 9th and 10th grade students in the TBE model receive some content support in their native language. 11th and 12th grade students receive targeted and specific intervention supports through after school intervention supports. This corresponds to their ages, levels, and placement in the program model. The older a student is, the less native language support they need. This is reflected in the programming model of our school.
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).
A four-week orientation for new ELLs is conducted every summer (July- August) at A.L.T. One-day orientations are also offered for students and parents throughout the spring. During these orientations, students and parents are given instruction in various aspects of the school, including student uniforms (dress code), overall academic comporment, and the school's expectations with regard to academic progress. Parents and students are also provided with interactive ways to learn about the school's online communication tools (school web site and grade/progress tracker). These skills are further developed with a series of workshops for parents offered by the parent coordinator and guidance office. During orientation students are also trained and exposed to the seven values of success and the school's core beliefs. Students who enter school after September are administered the NYSITELL and meet with guidance counselors with their families.
19. What language electives are offered to ELLs?

n/a

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.)
As all teachers at A.L.T. work entirely with ELLs, professional development for ELLs is on-going and differentiated depending on teacher experience and needs. First, the school offers a week-long in-house professional development week in August that focuses on scaffolding, tiered instruction, and language amplification for new and returning teachers. New teachers, in particular, are required to attend this conference; experienced teachers are strongly encouraged to attend. Throughout the year new teachers are offered support through Lesson Clinics with an instructional coaches and/or administrators trained in ELL methodologies. For teachers new to ELLs, these clinics happen at least weekly; some teachers receive more attention if necessary. Experienced teachers meet periodically with coaches, team leaders, and administrators, but are generally supported and lend their experience through interdisciplinary Common Planning Time and in school-wide content meetings--to address topics around CCLS, Language Development, Quality Curriculum, Data, and Scaffolding strategies. All teachers are observed formally and informally several times each year from administration. When these observations occur, administration uses a "Walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations. During team meetings, teachers are given opportunities to brainstorm and work together on various issues regarding the ELLs in their classrooms. Together they create and monitor strategies for improvement. These heterogeneous teacher groupings give new teachers specific opportunities to interact and learn from experienced ENL instructors. Peer-to-peer observations also occur regularly at A.L.T. During these observations, teachers examine the way they are collectively meeting the needs of ELLs in their classrooms. Teachers often use the same walk-through tool that administration uses, but it may be modified by content teams to focus on a particular area of instruction. They observe and evaluate scaffolding techniques and other forms of differentiated instruction. After these intervisitations they confer to find ways to further enhance their instruction. All teachers receive training in QTEL methodologies during common planning time. Finally, to support our CTE program initiatives in technology, several teachers have attended professional development sessions in the area of instructional technology. These sessions have culminated in the opening of our NAF Academy of Information Technology through CTE, and our blended learning instructional program.
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?
All teachers engage in lesson and unit plan review for alignment to the common core standards. Teachers provide one another with feedback and revisions to curriculum materials using tools such as the tri-state rubric to ensure all ELLs receive the necessary supports to engage in the more rigorous Common Core aligned lessons.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Summer orientation is provided to incoming 9th grade students to support in the transition to high school. Senior students receive weekly college advisory courses to support their transition to college and careers. Students receive training on the necessities of college and career readiness starting in the 9th grade.
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.

All professional development is designed to support ELL students. Examples of professional development include training on QTEL methodologies, vocabulary instruction, reading comprehension, RTI/UDL, and examination of student data. All PD documents are created by the instructional support specialist, and maintained in a PD binder that is kept in the main office.

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?

All parents of ELLs are invited to Curriculum night in September to discuss the students' curriculum, learning goals, program goals, and language proficiency assessment results. Information is provided in both English and Spanish, with translators available to every teacher. Parents meet regularly with counselors to discuss academic progress and language development. These meetings are held with bilingual counselors.

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. All parents are invited to participate in the school's parent association meetings, school leadership team meetings, and Saturday ESL classes for parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
n/a

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

We evaluate the needs of parents through monthly meetings, surveys, mailings, and other correspondences. The executive board of the parent association maintains ongoing communication with parents from each grade. Our guidance counselors, parent coordinator, and community associate communicate daily with parents and use qualitative data to inform the topics of monthly parent workshops. As a result of this active engagement, we now offer ESL classes for parents. Every year, based on parent needs, we develop more support systems for parent-teacher conferences with full engagement from the parent executive board.

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

Almost all of our students are ELLs or former ELLs, and their parents are actively encouraged to become involved at the school. Our parents are initially introduced to the school prior to the commencement of their child's first year through the intake Parent Orientation. Parents and students attend several orientation sessions, in fact, which outline the expectations of the school, as well as programs offered. Ongoing Parent Association meetings are conducted by our Parent Coordinator. Parents are represented on teams such as the School Leadership Team and are involved in initiatives such as NAF/CTE and in the Comprehensive Educational Plan. Parents who take a leadership role are sometimes invited to and attend staff retreats. Parent participation at our Parent-Teacher conferences is relatively high, usually around 75%. Parents are taught how and encouraged to monitor student progress through our online gradebook, Skedula. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. We evaluate the needs of parents through monthly meetings, surveys, mailings and other correspondence.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jose Vinales	Principal		10/27/15
Jessica Kopp	Assistant Principal		10/27/15
Stephanie Pena-Santos	Parent Coordinator		10/27/15
Kathryn Burke	ENL/Bilingual Teacher		10/27/15
Priscilla Espinal	Parent		10/27/15
Michael Seltzer	Teacher/Subject Area		10/27/15
Kathryn Roberts	Teacher/Subject Area		10/27/15
Claire Brennan	Coach		10/27/15
	Coach		
Oscar Bolivar	School Counselor		10/27/15
Carron Staple	Superintendent		10/27/15
Jose Ruiz	Borough Field Support Center Staff Member _____		10/27/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09x365 School Name: Academy for Language and Technology
Superintendent: Carron Staple

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) 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.

All parents complete a Home Language Identification Survey during enrollment. Parents use the survey to indicate their language preference, and all information is recorded in ATS and emergency contact cards. Because the school is transitional bilingual, all parents indicate either Spanish or English. ATS reports of preferred languages and Blue Card data are updated every time the parent visits the school.

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.

All parents indicate either Spanish or English. The school has several Spanish speaking members on staff and is able to conduct all translation services in-house. Parent events include the following:
Curriculum Night: September 30th, 2015
Parent Teacher Conferences: November 19th and 20th, 2015.
Parent Teacher Conferences: March 10th and 11th, 2016
Curriculum Night: May 10th, 2016

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.)

All school documents are translated into Spanish and English by bilingual school staff members.

- ELL enrollment and continued services letter
- Student Handbook
- Monthly school calendar
- Parent-Teacher Conference Announcements
- Field Trip Permission Slips
- After school program information
- Saturday School information
- Parent ESL and Technology Class Information
- NYS testing dates
- Letters from principals and teachers
- Sports program information
- Curriculum Information

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.

- Parent Teacher Conferences
- Curriculum Night
- Open House Night
- Parent Teacher Meetings
- College Planning Meetings
- Attendance Teacher Home Visits
- Meetings and phone calls from guidance counselors

Part C: Providing Language Assistance Services

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

The school will meet identified translation needs through in-house school staff. Our Parent Coordinator, Ms. Santos, will translate all documents into Spanish. All parent communication will be conducted in both English and Spanish.

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.

All interpretation and translation services will be provided by in-house staff members. The majority of our staff is bilingual in English and Spanish. Support staff, including administrators, guidance counselors, parent coordinator, community associate and support staff are available to translate in meetings for staff who do not speak Spanish.

Part D: Training Staff on Policies and Procedures

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

All staff members will receive training in the use of translation services and over-the-phone interpretation services during common planning time meetings in September.

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

All parents will receive these notifications in English and Spanish during enrollment.

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)

Schoolwide parent survey is conducted by our parent coordinator. Parents are also invited to provide feedback during parent association meetings and school leadership team meetings.