

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

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

**10X368**

**School Name:**

**IN-TECH ACADEMY (M.S. / HIGH SCHOOL 368)**

**Principal:**

**STEPHEN SELTZER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

IN-Tech Academy

School Name: MS/HS 368 School Number (DBN): 10X368

Grades Served: 6-12

School Address: 2975 Tibbett Avenue Bronx NY 10463

Phone Number: 718-432-4300 Fax: 718 432-4310

School Contact Person: Stephen Seltzer Email Address: sseltzer@schools.nyc.gov

Principal: Stephen Seltzer

UFT Chapter Leader: Marie Baker

Parents' Association President: Margarita Hernandez

SLT Chairperson: Amanda Chansingh

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Caridad Rosado

Student Representative(s): Samitheus Savinon

Tomibel Polanco

**District Information**

District: 10 Superintendent: MELODIE MASHEL

Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458

Superintendent's Email Address: mmashel@schools.nyc.gov

Phone Number: 718-741-5852 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz

Director's Office Address: 1230 Zerega Avenue, Bronx, NY

Director's Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: 718-828-6280

## 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)
Stephen Seltzer	*Principal or Designee	
Marie Baker	*UFT Chapter Leader or Designee	
Margarita Hernandez	*PA/PTA President or Designated Co-President	
Carmen Cajigas	DC 37 Representative (staff), if applicable	
Caridad Rosado	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Samitheus Savinon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tomibel Polanco	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Patricia Mullen	CBO Representative, if applicable	
Amanda Chansingh	Teacher/ Chairperson	
Bunny Ebanks	Member/ Teacher	
Lacretia Pendergrass	Member/ Teacher	
Louisa Grogue	Member/ Teacher	
Jacqueline Lopez	Member/ Parent	
Reina Velazquez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Xiamara DeJesus	Member/ Parent	
Leticia Nochebuena	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

**IN-Tech Academy's Mission Statement:** We are committed to becoming self-reliant learners who are prepared through technology and academic rigor to become productive and responsible citizens of our local and global community.

IN-Tech Academy (Information and Network Technology Academy) is a federal magnet school with a theme of applied global technology. We are located near Marble Hill, on the border of Kingsbridge and Riverdale in the Bronx. We strive to infuse technology into all content areas to optimize our students' learning experience. We use technology to work smarter and to teach our students to be resourceful and familiar with state-of-the-art equipment. Students take technology classes in Mac and PC labs from 6th grade on. High school students have a choice to participate in advanced technology courses that lead to internships in computer networking (CISCO) and business applications (Microsoft Office, Entrepreneurship and Virtual Enterprise). They may also take classes such as Web Design, Computer Graphics and Yearbook Design. Middle and high school students have the opportunity to join our MOUSE Squad and MOUSE Corps programs through which they serve as technicians troubleshooting network and hardware problems and installations. In the spring we hold our annual STEM Fair during Family Technology Night. Students' STEM projects are displayed in the gym for all to see. In addition, students and parents participate in technology workshops that have included such topics as digital photography, cyber safety and online résumés.

The IN-Tech community believes that educating the whole child means that academic knowledge is linked to social-emotional learning. Our school culture addresses the needs of the whole child and we rely on all members of our community to help us. Teachers work closely to address students' needs and have an ongoing dialogue with parents and guidance counselors. Through the use of DataCation, student performance is shared and, when necessary, supports such as guidance counselors, deans, parents, or the parent coordinator are called upon to make sure students are motivated toward becoming independent, successful learners.

College and career readiness and awareness is a priority in all aspects of our school culture. We follow a strict Response to Intervention (RTI) and referral process while promoting inclusive classrooms that address the needs of all learners. We have created a supportive and nurturing community that embraces the philosophy of respect for all. Through our Anti-Bullying Campaign, which includes the Omega Man program, we foster a safe environment where all are accepted.

### **Partnerships**

We are fortunate to have partnerships with Manhattan College, Young Women's Leadership Network, and Riverdale Neighborhood House (RNH), who support the needs of our students. In addition to holding assemblies for our female population focusing on the engineering field, Manhattan College also provides us with tutors, student teachers and counselors. RNH runs the School's Out NYC (SONYC) after-school program at IN-Tech Academy; our middle school students participate in STEM activities, the arts, sports and leadership development through this program. RNH also runs a summer camp for our middle school students and 5th graders who are transitioning into our 6th grade. As part of this transition process, we conduct parent orientations before the start of the academic year. At these orientations parents are introduced to staff members, school-wide policies, and provided with strategies to support their child's academic success. In addition, students attend a town hall meeting during the first week of school at which they are introduced to staff members, learn about school-wide expectations and learn about Positive Behavioral Interventions and Supports (PBIS) programs. As a result, our school has a high attendance rate, low rate of suspensions, and a good safety record.

College Bound Initiative (CBI) is another of our partners. CBI empowers our young women and men to realize their higher education and life potential. CBI places a full-time college guidance advisor in our building who works with our counselors to maximize students' college awareness, access, and financial aid awards. In collaboration with school counselors, CBI hosts two college fairs, several college tours and visits, career day, alumni day and an annual college night. These opportunities promote college preparedness and allow our students early exposure to the college process.

The Middle School Quality Initiative (MSQI) is yet another partnership that promotes college and career readiness. This partnership is the product of the New York City Council Middle School Task Force's ongoing collaboration with the DOE. We use a multi-tier, interdisciplinary approach to literacy instruction that focuses on language acquisition and academic vocabulary, debate, and the explicit teaching of reading comprehension strategies throughout the core subjects.

### **Teacher Teams**

IN-Tech Academy has participated in the NYC Campaign for Middle School Success Program. As part of this program we redesigned our teacher teams (previously known as Professional Learning Communities or PLCs) and worked with education consultants to develop norms for meetings in order to make the most of this collaborative environment. This shift proved to be effective in enhancing teacher collaboration in middle and high school.

At teacher team meetings, teachers work together to analyze data and reports, a process that informs instruction. Based on this analysis goals are set and teachers reflect on their practice by identifying target groups; ultimately this improves student performance and teacher instruction. This process of frequent teacher meeting fosters collaboration within and between departments that directly and positively affects student engagement.

### **Student Population and Specific Needs**

IN-Tech is a 6-12 school currently serving 970 students. Our demographics are 82% Hispanic, 11% Black, 3% Asian, 3% White, and 1% Other. ELLs make up approximately 15% of our students, and special education 17%. The attendance rate is 93%, and 84% of our students receive free lunch. In 2014-2015, students scoring at or above grade level for middle school are roughly 14% in math and 17% in ELA, and the high school graduation rate is 80%. The 2013 Quality Review rated us as "Proficient" for middle and high school and we are "meeting target" in student achievement. One major challenge we have is closing the achievement gap for our subgroups. To do so our "teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice." This was noted as an area of celebration in both our middle school and high school Quality Reviews.

IN-Tech has 75 teachers and our retention rate is 87%. Last year we were able to retain 83% of our highly qualified teachers. On average, our teachers have been teaching 9.5 years. It is expected that our teachers infuse technology into all areas of their pedagogy, and they are very tech-savvy. They use technology to prepare and present lessons, analyze student progress, and communicate with students and parents. They use data tools such as Skedula and curriculum tools such as Castle Learning and E-Science. These tools enable teachers to prepare lesson materials on various reading levels, providing multiple entry points. They strive to maximize student engagement and professional development is ongoing and flexible to meet instructional needs.

### **Focus**

Our current instructional focus for increasing teacher effectiveness and student outcomes is on increasing student engagement. This is done by providing multiple entry points into all lessons and by improving grading and assessment policies. Through these practices, teachers ensure rigorous instruction and support for all students. Teacher teams are a critical school improvement priority; in these teams, teachers work collaboratively to develop methods for increasing student engagement and other strategies for improving student achievement. Teams are organized by grade level in middle school and by department in high school. Teacher team leaders meet regularly and focus on key issues. Team meetings are built into teachers' schedules. Training to establish protocols for conducting these meetings effectively has been a priority of the administration. Administrators attend the meetings to share best practices and conference with teachers on to how best weave them into their pedagogy. These discussions are also part of the work for the school-

wide faculty conferences. During team meetings, teachers are involved in inquiry. This allows us to use a more critical lens as we look at student work, set goals, tailor instruction, and monitor the effects of teaching strategies and decisions aimed at addressing specific student needs. Teachers use this forum for sharing best practices, resources and data. After participating in professional development which has included TMI Team Leader, ESL, Wested, QTEL, Reading Apprenticeship and SMART Board, teachers turnkey their learning to their peers.

In the last school year, the most progress was made in the area of collaborative teaching. Teachers learned, shared, and addressed problems together. Through the use of teacher team meetings, content teachers were able to explore the guidelines of the Danielson framework while incorporating the Common Core Standards for their subject areas. These meetings consisted of reviewing student work, focusing on how students respond to their teacher's instructional practices and reflecting on next steps and ways to better our instruction to increase student engagement. The team meetings served as a tool to track professional growth and promote goals and professional learning for individuals as well as teams. Moreover, through intervisitations teachers were able to observe best practices that led to cross-curricular changes in instruction. Our school also adheres to the DOE's mentoring policy and the mentor's promote the growth and development of beginning teachers to impact student learning. We had Model Teachers vetted via the NYCDOE Teacher Career Pathway use their classrooms to serve as laboratories and resources to support the professional growth of colleagues. These teachers worked closely with other teacher leaders.

In addition to increasing student engagement, a key focus for this school year to further improve student outcomes will be improving rigorous instruction based on the Common Core Learning Standards (CCLS) across classrooms, and using data tracking systems to monitor teachers' practice and student attainment of standards. This work will include addressing grading and assessment policies in the school. In our professional learning communities we ensure that the highest standards are set within each lesson. We use the language of the Common Core Standards in our lessons to create our learning targets, working toward unifying the learning strands within the instruction using formative and summative assessments. Using Depth of Knowledge questioning, teachers will create an environment of intellectual pursuit, creating curious and critical learners. Setting high standards in each classroom enables teachers and administrators to engage students in instruction that surpasses the expectations of the standardized tests. Strong family and community ties support the school's efforts to improve rigorous instruction through the use of shared understanding of expectations for student learning. We use various resources to maintain our shared vision for students now and for their future as members of the global community. These strategies allow our school community to holistically focus on rigorous instruction for positive and enhanced student outcomes.

## 10X368 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	1026	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	14	# SETSS	3	# Integrated Collaborative Teaching
				33
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	6	# Drama
				N/A
# Foreign Language	11	# Dance	N/A	# CTE
				12
School Composition (2013-14)				
% Title I Population		83.5%	% Attendance Rate	93.1%
% Free Lunch		84.3%	% Reduced Lunch	5.7%
% Limited English Proficient		13.9%	% Students with Disabilities	18.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	11.1%
% Hispanic or Latino		82.0%	% Asian or Native Hawaiian/Pacific Islander	3.2%
% White		2.9%	% Multi-Racial	0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		4.08	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		1	# of Counselors/Social Workers (2014-15)	4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	8.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.4%	Average Teacher Absences (2013-14)	6.23
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.2%	Mathematics Performance at levels 3 & 4	12.1%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	38.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		79.9%	Mathematics Performance at levels 3 & 4	66.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		73.6%	% of 2nd year students who earned 10+ credits	75.0%
% of 3rd year students who earned 10+ credits		83.2%	4 Year Graduation Rate	89.7%
6 Year Graduation Rate		91.9%		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		NO		
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		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		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.

High school students’ progress is measured by the accumulation of credits and passing New York State Regents Exams. On average, students in each grade should accumulate 11 credits. Eight credits must be in their core subjects in order to remain on track for graduation. An analysis of cohort data indicated that our students designated by New York City as being in the lowest third were not accumulating credits at a high enough rate that would keep them on track for graduation. An analysis of course-by-course passing rates indicated that credit accumulation is an area of focus for this group.

### 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.

To show an outcome of student achievement based on rigorous instruction and an attention to assessments, by June 2016 we will attain a 10% increase in the number of sophomore students in the lowest third as designated by New York City who achieve 10+ credits in their second year of high school as measured by the number of credits accumulated as indicated on their official transcripts.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Staff, parents and students can monitor programs and progress via DataCation (PupilPath). Parent workshops are available throughout the academic year. These workshops will allow parents to have access to information regarding how to support their child at home with the Common Core-aligned curriculum. Opportunities are provided for parents to meet directly with teachers four times in the school year: Meet the Teacher Night, fall and spring Parent Teacher Conferences, and a Student Portfolio Showcase.</p>	<p>All students designated "lowest third" by New York City</p>	<p>September 2015-June 2016</p>	<p>Parents, guidance counselors, ELL teachers, special education teachers and teachers of general education programs, principal, assistant principals, academic intervention specialists, teacher team leaders, district support staff, peer mentors</p>
<p>Counsel all students and students with special needs (those with IEPs, ELLs and students in the lowest third).</p>	<p>All students designated "lowest third" by New York City</p>	<p>September 2015-June 2016</p>	<p>Guidance counselors and teachers</p>
<p>Conduct monthly meetings to review student performance for all sophomores to ensure that they are on track for 10+ credits.</p>	<p>All high school teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, teacher teams, guidance counselors, parent coordinator</p>
<p>Continue Academic Intervention Services after-school program for our target population and continue to utilize Aventa and focused credit recovery options.</p>	<p>All students designated "lowest third" by New York City</p>	<p>September 2015-June 2016</p>	<p>Designated teachers, administrators, and support staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The school counselor for the sophomores will create and maintain the appropriate student schedules based on credit and exam needs. Grade 10 teachers will monitor students in the cohort who are designated "lowest third" by New York City; teachers will keep track of students' progress in class so that their work leads to credit accumulation. These teachers will meet monthly to discuss student progress, content knowledge and skill-based learning. Counselors will</p>

also meet with the cohort so students can review transcripts and create progress-monitoring sheets to use as the year continues. After each marking period, counselors will review the scholarship reports to monitor student progress. Students who fail courses will be scheduled for a parent-teacher conference to discuss reasons and corrective next steps and resources available for the student and family. Programming will allow for common planning periods for content teachers and grade levels; these planning periods will also provide time for discussing additional strategies to address the needs of the target population. Teachers will devise strategies where appropriate to improve student vocabulary in content areas. Castle Learning will be used to assist students in test preparation in content classes. DataCation’s PupilPath will be used to inform students and families of student progress.

**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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

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

The midpoint benchmark will be monitored for student progress after the fall semester in January 2016. By January 2016, sophomore students designated “lowest third” by New York City will have accumulated a minimum of five credits for that semester.

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

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

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

**Part 1 – Needs Assessment**

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

IN-Tech is developing a culture of trust between teachers and students. Being a middle and high school, we have a unique opportunity to have students attend our school for seven years. There is a need for students to take a role in school-based decision making and become an active part of the classroom and school culture in order to increase student success. Student government is one way students can voice their concerns, take ownership of events, take on leadership skills, and build community.

**Part 2 – Annual Goal**

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

By June 2016, 50% of students will become engaged in activities sponsored by after-school program coordinators, student government, National Honor Society or community service projects for middle and high school. This will allow students to develop leadership skills that foster a safe and nurturing classroom environment that can build trust between teachers and students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>IN-Tech will work to develop stronger student government and National Honor Society chapters (middle school and high school).</p>	<p>Students, all pedagogical staff</p>	<p>September 2015-June 2016</p>	<p>Members of the instructional cabinet and</p>

			the School Leadership Team, including students
Students have the opportunity to attend town hall meetings throughout the year. Students as well as teachers, guidance counselors, deans, the grade-level assistant principal and the principal have the opportunity to address important school-wide concerns, upcoming events and activities. These meetings focus on student safety and support. Students also gain a strong sense of where to turn when they need an advocate in special situations.	Students, teachers, deans, guidance counselors, assistant principals and principal	September 2015-June 2016	Teachers, deans, guidance counselors, assistant principals and principal
Student government and National Honor Society will sponsor events to promote community service and student body cohesiveness.	Students, teachers, student government advisors and National Honor Society advisors	September 2015-June 2016	Administrators, Coordinator of Student Affairs, advisors for student government and National Honor Society
In order to show our strength as a supportive school environment, students, teachers and parents will meet and collaborate, fostering open lines of communication. This will occur during our Parent/Teacher Conferences, Parent/Teacher Meet and Greet, and Portfolio Showcase Afternoon. Each of these occasions will provide opportunities to enroll parents in PupilPath and to showcase the efficacy and importance of utilizing this program in order to improve parent/teacher communication and create a supportive environment for our students.	Parents, students, teachers, guidance counselors, parent coordinator, administrators, and support staff	September 2015- June 2016	Teachers, guidance counselors, parent coordinator, and administrators

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
In order to achieve the goal of 50% of our students engaging in extracurricular activities, we will need to involve faculty advisors, coaches and supervising teachers. We will need to provide necessary materials such as art supplies and equipment so that students and advisors can accomplish the goals of the activity. We will need to accommodate schedule adjustments such as time before or after the regular school day. So students can attend town hall meetings to hear about these opportunities, the schedule for the meetings will vary so that students do not lose instructional time. If necessary, instructional resources will be purchased to supplement the student government and National Honor Society events. During Parent/Teacher Conferences, Parent/Teacher Meet and Greet, and Portfolio Showcase Afternoon, our schedule will be adjusted to reflect time for the collaboration of parents, teachers, and students.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By the end of the first semester, data will be collected and examined to indicate the progress toward the 50% goal.

**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.

Inquiry conducted by teacher teams has become an integral part of our instructional program. Teacher teams meet in our school by grade level in the middle school and by department in the high school to unify their approaches to teaching and learning. Teacher teams share insights, resources, data, and work together to set goals for improving student learning. Using inquiry methods, teachers examine published articles and student work and adjust curriculum and instruction to meet students’ needs and the school’s mission. However, due to programming challenges, all teachers have not been able to participate; in addition, there is a need for vertical as well as horizontal discussion.

### Part 2 – Annual Goal

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

By June 2016, 100% of instructional staff teaching ELA, math, science and social studies will participate in teacher team meetings at the grade level in middle school and by departments in the high school; in addition, a coherent vertical map will emerge for all core subjects.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher teams work on evaluating assessment results by engaging in discussions around professional reading and looking at student work in their team meetings. When teachers look at student work, they are able to evaluate and improve their instructional practice. Teachers will examine the following:</p> <ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Assessment checklists while observing students during group work</li> <li>• Depth of Knowledge questions</li> <li>• Common Core-aligned performance tasks</li> <li>• Lesson study techniques</li> <li>• ATLAS and TUNING protocol for looking at student work</li> <li>• Various articles from sources such as ASCD</li> </ul>	<p>Instructional staff</p>	<p>September 2015-June 2016</p>	<p>Teacher team coordinator, teachers, instructional specialists, and administration</p>
<ul style="list-style-type: none"> <li>• Teacher teams work collaboratively to make the instructional shifts that are necessary to support the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., over-age/under-credited, SIFE, STH) by attending professional learning.</li> <li>• Utilizing assessment checklists to monitor student progress, teachers provide targeted interventions for students with varying learning needs.</li> <li>• Technology will be used to support student engagement and this will include all interactive SMART Boards, iPads, Castle Learning, and Aventa.</li> </ul>	<p>Instructional staff</p>	<p>September 2015-June 2016</p>	<p>Teacher team coordinator, teachers, instructional specialists, and administration</p>

Teachers' schedules will include common planning time. Teacher programs will be monitored regularly to ensure that any changes do not impede common planning time.	Instructional staff	September 2015-June 2016	Programmer, teacher team coordinator, teachers, instructional specialists, and administration
Teacher teams will present curriculum to the SLT and PTA, utilizing PTA meetings that focus on a different subject area each month. We will engage in curriculum revisions that are shared in team meetings and faculty conferences and hold "curriculum days" for parents presented by our full staff twice a year. These afternoon events will serve to clearly communicate to the community the work being done at the school.	Instructional staff and parents/guardians	September 2015-June 2016	Parents/Guardians, teacher team coordinator, teachers, instructional specialists, and administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to achieve this goal we will need to focus on programming that allows us to arrange common planning periods for core teachers by grade in the middle school and department in the high school. We will need to arrange time for the teacher team leaders to meet to make certain that all teacher teams are focused on the same goals and criteria. This can be accomplished before or after school. To help focus the work on student outcomes and to address gaps in learning, we will need to disseminate data from the New York State standardized exams for the middle school and high school as well as look at student class work through appropriate protocols. We will also provide time for the team leaders in both middle and high school to meet to vertically align their curricula so as to provide scaffolded support for students.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January 2016, teachers will fill out a self-reflection based on SMART Goal data for the 2015-2016 school year which will indicate their involvement in collaborative team meetings. Teacher involvement will also be monitored through agendas and sign-in sheets. Teachers will utilize student data to analyze their progress towards their SMART Goals and to re-evaluate their goals and action plans: Where do they stand in relation to the measurable goals set in the beginning of the year? In addition, they will reflect on the impact of the work that has focused on grading and assessment.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## 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 end-of-year (2014-2015) Professional Development Survey showed that teachers needed more PD on increasing levels of student engagement. Common Core Learning Standards (CCLS) implementation required a re-examination of instructional practices at IN-Tech Academy. The shift to developing students’ abilities to engage with complex texts and the use of text-dependent questions to ensure that students draw explicitly from the text to support their understandings and points of view are evident in the new emphasis on close reading of nonfiction text. In mathematics, the focus on coherence, fluency, deep understanding and application is reflected in teachers’ stressing conceptual understanding of key ideas, and by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas. In a review of student outcome data and observation data, it was also clear that the professional development needed by teachers would have to include additional strategies for differentiating instruction using multiple entry points so that all students could access classroom instruction.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, a minimum of 75% of teachers will increase their proficiency rating by one level or maintain a highly effective rating in the area of engaging students in learning. This will be measured by direct observation using the Danielson Framework Rubric in component 3C.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide professional learning for classroom teachers on deepening rigorous instruction based on CCLS and on critical thinking engaging students in ambitious intellectual activities using Depth of Knowledge questioning, including modeling student-centered lessons. Provide professional learning in incorporating technology into classroom instruction (e.g., Castle Learning, SMART Board technology, Advantage).	All pedagogical staff	September 2015-June 2016	Principal and assistant principals, teachers, instructional cabinet, teacher team leaders, data specialists, district talent coach
Classroom teachers conference with administrators on using the Danielson Framework Rubric component 3C to improve planning for student engagement.	All pedagogical staff and administrators	September 2015-June 2016	Administration and pedagogical staff
Conduct inter-class and inter-school visitations with a focus on instructional differentiation by developing a greater bank of strategies for providing supports and scaffolds for all students.	All pedagogical staff and administrators	September 2015-June 2016	Administration and pedagogical staff
Conduct teacher team meetings within and across all departments.	All pedagogical staff and administrators	September 2015-June 2016	Teacher team leaders, identified mentors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
We consider our teachers and administration to be important resources in reaching this goal. We will use faculty and team meeting time to discuss important features of student engagement and why this goal is so central to our work; we will ask highly effective teachers and administrators, as instructional leaders in the building, to model lessons that fit the criteria; we will also use videos and appropriate articles to help focus the work. We will engage in reflective discussion to clarify our expectations and desired outcomes. Using low-inference techniques of observation and classroom intervisitations, we will engage in an iterative process of expectation, practice, reflection and refinement. The discussions will take place as a group and in one-on-one sessions during team and preparation times.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>	<b>Title III, Part A</b>		<b>Title III, Immigrant</b>

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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**Part 5 – Progress Monitoring**

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

By the end of the first semester, observations and classroom visits will reveal a recognizable shift toward student-centered instruction and student engagement; at least 50% of the teachers will have at least one observation which contains an effective or highly effective rating in component 3C of the Danielson rubric.

**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.

IN-Tech Academy is proud to be an integral part of the Kingsbridge/Marble Hill/Riverdale communities. We often encourage our students to become involved with many of our neighborhood partners in order to increase their social and emotional growth. However, there is a disconnect between parents/guardians and the school when ascertaining the needs of the student. Parents using PupilPath to monitor student attendance, grades and anecdotes will help close this gap and help to create stronger ties between the family and the school.

### 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.

In order to improve student achievement and regular communication with families, we will have 70% of parents/guardians registered and using PupilPath by June 2016 as measured by the PupilPath usage report.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>PupilPath offers an array of tools to help break down complex student data to inform and support parents; this allows for student accountability, instructional transparency, and communication between all staff members and the community. This supports school culture by bringing together all stakeholders, allowing parents/guardians to have total access to their child’s data. This data includes “On Track” recognition, student’s daily grades, attendance, and anecdotes. PupilPath is an important tool for the parents/guardians of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) because it allows all stakeholders to support students that are struggling. In addition, when parents/guardians are registered for PupilPath and are encouraged to use it students are supported and challenged to keep on track; ultimately, this leads to student success.</p>	<p>Parents/Guardians, teachers, students, deans, guidance counselors, parent coordinator</p>	<p>September 2015-June 2016</p>	<p>Assistant principals, School Leadership Team, guidance counselor, parent coordinator</p>
<p>Training of key personnel: All teachers will be taught to register parents on PupilPath. In addition, all support staff will receive this training enabling all members of the IN-Tech community that come in contact with parents/guardians to be able to register them.</p>	<p>Teachers, parents, parent coordinator, support staff</p>	<p>September 2015-June 2016</p>	<p>Administrators, guidance counselors, teachers, parent coordinator</p>
<p>At least four PupilPath parent workshops will be held at the school and will allow parents to access PupilPath; these workshops will demonstrate the benefits of this program.</p>	<p>Parents/Guardians/Teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators, guidance counselors, teachers, parent coordinator</p>

PupilPath registration reports will be discussed and analyzed monthly during cabinet meetings, as well as during SLT meetings. This information will be shared with teacher team leaders and teachers will be able to confer with students whose parents are not registered.	Teachers, Administration, Students, SLT	September 2015-June 2016	Administrators, guidance counselors, teachers, parent coordinator, SLT
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**Part 4 – Budget and Resource Alignment**

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

In order to achieve this goal, we will need to leverage teacher team leaders and teams, parent coordinators, guidance counselors and deans. The instructional resource is the PupilPath software as well as professional development for teachers and workshops for parents run by school staff. The framework and outreach can also happen during teacher team meetings and parent/teacher conferences. We will need to consider the timing for the rollout as the parent/teacher association only meets once a month and we want as many parents signed on as early as possible. In light of this, teachers will include parent outreach as part of their team meetings.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

Check-ins are done at SLT meetings on a monthly basis. With this in mind, by January of 2016 we would like to have 45% of parents registered on PupilPath.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS ELA assessments  DRP benchmarks  Regents Exam results	Castle Learning  MSQI  Tiered instruction  Regents prep  GEAR UP	One-to-one  Small group  Tutoring sessions	Academic Success before-school program  ELL Academic Success after-school program  Academic Success after-school program  Raising the Bar Saturday program
<b>Mathematics</b>	NYS Math assessments  Math benchmark assessments  Regents Exam results	Castle Learning  Math XL  Regents prep  GEAR UP	One-to-one  Small group  Tutoring sessions	Academic Success before-school program  ELL Academic Success after-school program  Academic Success after-school program  Raising the Bar Saturday program
<b>Science</b>	NYS Science assessments  Regents Exam results	Castle Learning  Regents prep  Lab make-ups  GEAR UP	One-to-one  Small group  Tutoring sessions	Academic Success before-school program  ELL Academic Success after-school program  Academic Success after-school program

				Raising the Bar Saturday program
<b>Social Studies</b>	NYS Social Studies assessments  Regents Exam results	Castle Learning  Regents prep	One-to-one  Small group  Tutoring sessions	Academic Success before-school program  ELL Academic Success after-school program  Academic Success after-school program  Raising the Bar Saturday program
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on recommendations and individual need	Riverdale Mental Health  School counselor  SAPIS	One-to-one  Small group	During the school day  Before and after school  During the summer

**Section 7: Title I Program Information**

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p><b>Strategies &amp; Activities for Recruitment</b></p> <p>Hiring fairs</p> <p>Student teachers</p> <p>Teaching Fellows program</p> <p><b>Strategies &amp; Activities for Retention</b></p> <p>Staff surveys</p> <p>Sunshine Committee</p> <p>A conversation between faculty and administration based on preference sheets</p> <p><b>Strategies &amp; Activities for Assignments</b></p> <p>Teachers assigned to teach subjects/classes in their specific license</p> <p>BEDS survey</p> <p><b>Strategies &amp; Activities for Support including Highly Qualified Professional Development</b></p> <p>Consultants</p> <p>Mentoring assignments</p> <p>Teacher-led professional development</p>

Leveraging prior relationships, e.g., with the former network

## **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).

All staff members participate in school-wide professional development with a focus on the CCSS. Middle school ELA and math teachers have received professional development on CCSS. The staff currently is examining the curricula in team meetings to refine the alignment to the expectations of the CCSS.

## **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.).

### **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.

A Measure of Student Learning (MOSL) team includes members of teachers and the UFT Chapter Chair in order to make appropriate local assessment selections. The team meets before the new school year begins to make selections. In addition, the committee was consulted before state measures were selected and the teacher team leaders were engaged in articulating the school's instructional focus on grading and assessment.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	838,687.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,928.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,585,509		

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

## Parent Involvement Policy (PIP) 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. **IN-Tech Academy (MS/HS 368)**, in compliance with 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 members of the school community.

**IN-Tech Academy (MS/HS 368)** will support parents and families of Title I students by doing the following:

- providing materials and training to help parents work with their children to improve their achievement levels, 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 on 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 do the following:

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

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

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

The school will further encourage school-level parental involvement by doing the following:

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

### **School-Parent Compact (SPC) Template**

**IN-Tech Academy (MS/HS 368)**, in compliance with 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 New York State standards on assessments.

#### **1. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the New York State's standards on assessments by doing the following:*

- 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 doing the following:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1 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 and providing transportation or child care (if necessary and funds are available) 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 that 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 doing the following:*

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

*Provide general support to parents by doing the following:*

- 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.

## **2. 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 and age of my child;
- 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 my child’s education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 Team;
- share responsibility for the improved academic achievement of my child.

## **3. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>IN-Tech Academy</u>	DBN: <u>10X368</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>150</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>0</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: \_\_\_\_\_ The Title III middleschool program will be held afterschool starting November 18th. The middleschool ELL Academic Successs program will meet every Tuesday & Thursday from 3:30 PM-5:00 PM. The High School ELL Academic Success program will meet every Wednesday & Thursday from 3:30 PM-5:00 PM. All middle school ELL students will be invited to participate and encouraged to attend every week. The program will focus on English and Math skills, as well as Science and Social Studies during the exit project timeframe. The student's level of English proficiency will determine the type of instruction they will receive. The newcomers/beginners will participate in an intensive English program using Scott Foresman ESL books and they will also use various websites such as A4ESL.org to practice English skills. The intermediate and advanced students will work on ELA and Math skills. We will use resources such as NYReady, COACH, Achieve 3000. In addition, we will use the Title III funding to purchase additional materials and resources to support the ELLs. As a technology school we would like to purchase electronic translators, thereby providing the students with digital technology and providing support services. We will purchase bilingual dictionaries to use in school and support students at home. Other materials we will purchase include the NYSESLAT test prep materials, classroom supplies and other resources helpful for their learning that can be used both in the classroom during the day and during the supplemental Title III program.. Students will also participate in field trips to supplement the learning that is going on in the content area classrooms and to provide background knowledge on content area topics. Such as the trip to Phillipsburg Manor located in Westchester. The students will be provided with hands on experience of colonial life at the 2 sites they visit in the Historic Hudson Valley. This experience correlates with their Social Studies units. We will also provide field trips to align with other SS units, such as the immigration experience to ELLIS Island, and their Science units by visiting the Science Museum and the Museum of Natural History. The Madame Tussuad experience will be a culminating project of their biography, women's history, and non-fiction units.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ We will contact outside consultants including Teaching Matters Inc., AUSSIE, and Achieve 3000 that will provide training on researched based best ELL practices in order to enhance the quality of ELL teachers. Generation Ready and Teaching Matters Inc. (TMI) will both be full day trainings with 25-30 participants. All training will focus on improving the quality of teachers of ELLs by providing the teachers with researched based best practices. We will also send the teachers to outside PD sessions offered through Network, Cluster and others. Teachers will complete PD feedback forms and turnkey PD to other teachers through Lunch &

### Part C: Professional Development

Learns, Teacher Team meetings, faculty and departmental meetings.

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

### Part D: Parental Engagement Activities

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

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

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

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>10</b>	Borough <b>Bronx</b>	School Number <b>368</b>
School Name <b>IN-Tech Academy</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Stephen Seltzer</b>	Assistant Principal <b>Margarita Rosa</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Maria Clemente</b>	School Counselor <b>Liliana Mora</b>
Teacher/Subject Area <b>Jill McKenna / English</b>	Parent <b>Jacqueline Lopez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Alexandra Castro</b>
Related-Service Provider <b>Jose Ortiz</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>968</b>	Total number of ELLs	<b>144</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	144	<b>Newcomers</b> (ELLs receiving service 0-3 years)	81	<b>ELL Students with Disabilities</b>	33
<b>SIFE</b>	11	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	39	<b>Long-Term</b> (ELLs receiving service 7 or more years)	24

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0									0
<b>DL</b>										0
<b>ENL</b>	81			39			24			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## 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 h														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							27	32	23	23	19	9	3	0
Chinese														0
Russian														0
Bengali								1						0
Urdu														0
Arabic							2	4			1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							5	5	6	5	1			0
<b>Emerging</b> (Low Intermediate)							2	3	1	1	4	2		0
<b>Transitioning</b> (High Intermediate)							0	4	4	2	7			0
<b>Expanding</b> (Advanced)							14	15	7	15	6	5	3	0
<b>Commanding</b> (Proficient)							5	6	9	3	3	1		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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							12	17	17	8	10	3	3	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18				0
7	34				0
8	14	4			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	9	0	3	
Integrated Algebra/CC Algebra	9		4	
Geometry/CC Algebra	4		1	
Algebra 2/Trigonometry	0			
Math <u>Algebra CC</u>	24		3	
Chemistry	0			
Earth Science	10		1	
Living Environment	23		5	
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school is currently in its fourth year of the Middle School Quality Initiative (MSQI) and through this grant we administer the Degrees of Reading Power (DRP) assessment as a baseline, midline, and endline. The data on the ELLs shows that the average score for 6th grade is a forty one which translates to a fourth grade reading level. In 7th grade the ELLs are averaging a score of thirty nine which a grade level of 3.9, and in the 8th grade the ELLs are averaging a score of fifty one which translates to a fifth grade reading level. We have used this data to create Response to Intervention Tier II groups. The students have been grouped by DRP levels and receive small group instruction five times a week. In addition, we have targeted these ELLs to receive additional support through our ELL Academic Success Saturday Academy. In High School, our students completed baselines in all content areas. The data shows a significant gap between our ELLs and the general education students. We have programmed our high school students to receive push in services in content areas and we have designed the program to also have a self contained ENL class as needed. Our teachers also use teacher created assessments that provide them with the information needed to differentiate day to day instruction for our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 In regards to the data patterns, we have noticed that our students perform better in the upper grades. This is evident with the numbers we have in middle school versus the number of ELLs we have in high school. We also notice that most of our ELLs are from Spanish speaking countries and the ELLs that perform well on the Spanish LAB tend to perform better on the LAB-R as well. We have about the same number of ELLs with 0-6 years as we do in the long term category. In reference to new levels of English proficiency, most of our ELLs are either entering or extending. These trends have been the same for a number of years since we get many new students in middle school and our current students advance to higher levels of English proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Paste response to question here:
- 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?

We have a Freestanding ENL Program with push in and pull out services. The patterns in middle school show the majority of students fall into the entering and extending levels of proficiency. In high school most students have tested into the extending level and there is a group of high school ELLs, that have been here less than three years that place in the emerging level of proficiency. We provide all ELLs with the opportunity to use bilingual glossaries for the content area and the use of bilingual dictionaries. In addition, most of our text have an ENL component and/or the text is also provided in Spanish. The majority of the ELLs that take advantage of the native language support are the newcomers. These students tend to fare better in their native language.

This year we have not taken part in the ELL Periodic assessment because we want to have the students work on the common core alignment with ELA. The students take CCLS aligned assessments and the results are used to drive instruction and make programmatic and resource decisions. When the test is available in the students home language, our ELL students perform better.

As a school we understand the needs of the ELLs and we see a gap among our ELLs and the general education students. We continue to provide our students with the support in the native language as well as the continued support for the teachers.

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](#).]

N/A We are a 6-12 school.

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

We use research based best practices to help us with the instructional decisions we make. Research shows that students who are strong in L1 tend to perform better in L2. Therefore, those students who come to us with limited L1 receive additional supports as needed.

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?

N/A We do not have a dual language program.

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

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

## Part IV: ELL Identification Process

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

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.

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

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).

2. In order to help parents understand their program choices and the importance of completing the SIFE survey accurately and honestly, the ELL Coordinator works with the Parent Coordinator to plan ongoing informational workshops. After the students are identified, letters are sent home to invite parents for an orientation. At the orientation parents are provided with all the information needed regarding the program choices. They are then given the program choice form to complete with the support of the Parent Coordinator, ELL Coordinator, and ENL teachers. The workshops are ongoing and the ELL Coordinator is always available for individual appointments if needed. The ELL Coordinator is able to communicate in English and Spanish. We have teachers on staff who

speak Arabic and Chinese available for translation, if needed, for low incidence languages. If there are enough parents that request TBE or DL parents will be informed via phone calls and or letters will be sent home.

3. Describe 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).

If the results of the HLIS determines the student's home language is other than English, then the LPT (ELL Supervisor, ELL Coordinator, Special Education Supervisor, Special Education Coordinator, Guidance Counselor, student's parent) reviews evidence of the student's language development. After review, the LPT will make determination if student takes NYSITELL. If the student is determined to take NYSITELL then the process continues with all ELL students. If the student is recommended not to take NYSITELL, the LPT recommendation is sent to Principal. If the Principal is in agreement with the recommendation, then his decision is sent to the Superintendent for review within three days. If the Principal disagrees, then the student takes the NYSITELL

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Since the scanning is on site, we get immediate results for placement. The results are given to the ELL Coordinator. A placement letter is given to the parent and if the parent needs additional information a meeting is set up with the ELL Coordinator.
5. Describe 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).

During our registration process, we have assigned qualified and trained staff to be part of the ELL identification process. Our students are screened carefully, and if deemed necessary, the re-identification process is started immediately. The LPT and our Parent Coordinator work closely to ensure the process is completed thoroughly and within 45 days. Parents, teachers, and students over the age of 18 are informed of the written procedure necessary to initiate the review.

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.  
The collaboration of the ELL supervisor, coordinator, teacher, guidance counselor and parent coordinator allows us to ensure our parents are well informed of the program choices. Again, during our registration process, we begin the orientation process for our parents. The parents are briefed on the programs and are given an appointment to return within 48 hours if they are not available on the date of registration. We follow up with the testing results and program choice letters. If parents do not respond, we make follow up phone calls, send emails, and letters are backpacked and mailed home within the week. Ongoing outreach and orientation is conducted as we register new students. In addition, during our professional development days and at the monthly PTA meetings, parents are kept well informed of the ENL choices for their children.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

We begin our outreach by sending home an official letter that explains each form. We have included a tear off to ensure 100% return. If a form is not returned the grade aide places a phone call home. We continue to reach out by phone until we are able to speak to the parent. In addition, we reach out to parents using outreach messages provided through Pupil Path and Phone Messenger. This allows 100% contact with household of the student. The parents are again informed of the importance of the forms. Individual appointments are made for parents to come in, if they are unsure about the forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The collection of forms is monitored through the aides on a ROCL checklist. This information is then kept on a spreadsheet to ensure the information is secured and updated. Currently, we are working on including this document onto our school Google Docs so that all staff that works with the ELL students can help support the process of accurate record keeping.
9. Describe how your school ensures that placement parent notification letters are distributed.  
ELL teachers distribute and collect parent notification letters. We find that this is the most efficient way of distribution since they know all students and families well and they work with the students on a daily basis. The teachers work with the guidance counselor and ELL Coordinator to ensure 100% distribution.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Each ELL student has a file that is kept in the ELL Coordinator's office and copies of the forms are also kept in the student's cumulative record.

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.  
As a school we have been successful in achieving over 95% participation on the NYSESLAT. We begin testing as soon as the window is open and we provided make up testing dates for all grades. We involve teachers, parents, counselors and support staff so that students are well informed ahead of time of the testing timeframe.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In the same way we ensure distribution of surveys, program choice and entitlement letters, we also take those steps for the continued entitlement and transitional spooort letters. We use the methods of mailing, phone class, backpacked letters and phone messenger.

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).

The trends have remained the same over the last few years. Parents want a Freestanding ENL program for their child. In, addition when our parents are informed that during the high school application process they have choice for other prorams, they insist on having an English only program for their children. Therefore, at IN-Tech Academy we provide a Freestanding ENL program as per CR Part 154.

## 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.  
We have a Freestanding ENL Program with push in and pull out services. In middle school we have four certified ESL teachers that provide stand alone services 5 times a week. These students are group by English proficiency. In addition, the students receive 5 periods of integrated services in content area classrooms. Our transitional students receive services in the integrated setting as well. In high school most of our students receive integrted services provided by two certified ESL teachers. In addition, we have a dually licensed English / ESL teacher and a bilingual special education teachers that helps support the required amount of minutes for our ELLs. the few students that are require to receive stand alone services as well , re pulled out by a certified teacher. In addition, we added a first period for high school students whose programs were not flexible for stand alone minutes.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
We follow the guidelines from charts 5.1 and 5.2. Students are programmed based on their English Proficiency level in a standalone and/or integrated content class. The Tier programming in middle school and the number of licensed teachers in high school allows us to ensure the required monut of mandated minutes. We continue to monitor all student prorams and be flexible in programming to ensure accuracy. Since we have a Freestanding ESL, 100% of our instruction is in English. However, we do provide HLA instruction as needed for our newcomers, entering, and emerging students.
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.  
Our curriculum is modified and differentiated by our ELL teachers who work in collaboration with the content teachers to meet their demands on the CCLS. Our teachers are programmed to have common planning time and weekly professional development is condusted in the teacher team meetings.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Students are provided the native language support as needed based on oral, written translation and translated material.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The four modalities are included in the curriculum. Teachers are given professional development in including the four modalities in lesson plans.

Chart 7 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

Tiered instruction is provided through differentiated instruction, material and lesson planning.

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.

We currently do not have any students that have been re-identified. Since this is a new process we are evaluating the progress of our ELL, former ELL students after each marking period.

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?

We use all mainstream materials, however the teacher are provided with professional development to scaffold and differentiate content for the ELL-SWDs.

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?

We follow all IEP mandates. We are unique because we are a 6-12 school and our goal for our our most restrictive students is to move to a less restrictive environment. Therefore, when we program, we think about what program will best meet their needs. Currently, in middle school we have self contained, ICT and SETSS services. We have parallel programming in middle school so that students have the flexibility to move in and out of self contain to ICT as needed. In high school, we currently have all our students programmed in wither an ICT class or a SETSS class. However, we carefully assess our students and collaborate with the special education and content teachers to make program determination based on need. ELL teachers push-in to classes with SWD to provide additional support when necessary. Our co-teaching models may include a special education or related services teachers along with a ENL and content teacher.

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

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

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

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



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

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

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

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

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



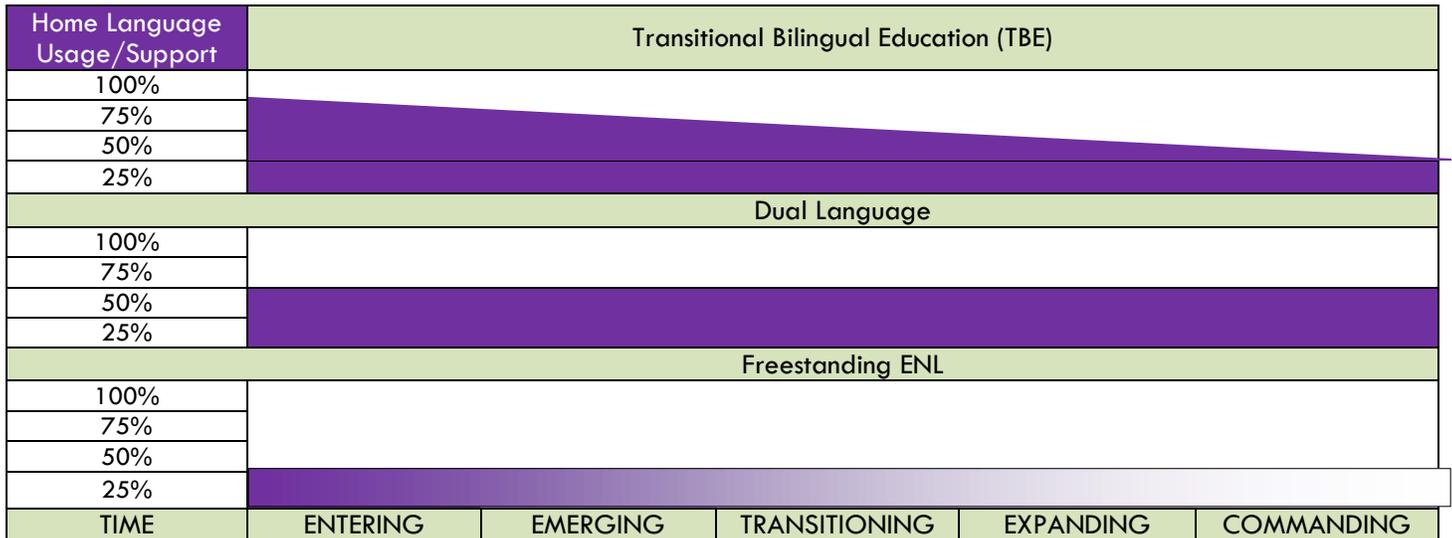
\*Note: “other approved services” does not apply to New York City at this time.

Chart

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. ELL students are grouped according to NYSESLAT levels and receive the required minutes as required in CR- Part 154.2. Our teachers use Tier 1 interventions for all their students. In middle school targeted intervention for Tier II, is given through tiered instruction, Wilson, Great Leaps Program and Castle Learning. In the high school, Castle Learning is the primary Tier II intervention, however, interventions through student grouping and differentiated lesson planning is also implemented.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Some of these programs, such as Wilson and Great Leaps, are being used for the first time this school year. We have benchmark assessments to evaluate the effectiveness along the way. According to feedback from the teachers, the co-teaching models and the Tier instruction are the most effective. Our data still shows a clear gap, however Regents scores are on the rise and middle scores are on an average of 1.89 slightly higher than the previous average proficiency rating of 1.77. In addition, more students are have place out of ENL instruction according to their NYSESLAT levels.
12. What new programs or improvements will be considered for the upcoming school year?  
The Wilson and Great Leaps programs are being used for the first time this school year. We also are using the Engage CCLS assessments this year as well. We have benchmark assessments to evaluate the effectiveness along the way.
13. What programs/services for ELLs will be discontinued and why?  
In the past we have used Achieve 3000. Our school has used Achieve 3000, Teen Biz and the E Biz components for over three years. Unfortunately it is not cost effective for us. Our students have not made sufficient progress and the cost of the program is too expensive.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ELL students participate in the same programs provided to our general education population. We have academic and social supplemental services including but not limited to sports, cheerleading, Debate, media, chess, Virtual Enterprise, MOUSE squad, Regents and SAT prep. We also have an ENL extended day academy for our 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.  
Native language support in the content areas, ELL editions of core curriculum textbooks, workbooks, and teacher created scaffolded materials using ELL strategies such as QTELL are used. In addition, we have three fully equipped technology labs, smartboards in mostly every classroom and the use of laptops in the classrooms.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language and support as necessary. If the teacher is bilingual, the HL is used verbally and if not glossaries and translated materials are used. Teachers also pair up students with bilingual students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ELL students receive all required services with developmentally appropriate materials. ELL libraries were just upgraded this year through Book Source.
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).  
All new students are invited to join our Summer OST program, provided through Riverdale Neighborhood House. All students are invited to attend an orientation during the last week in August.
19. What language electives are offered to ELLs?  
Our school has a comprehensive Spanish Foreign Language curriculum include AP Spanish and Native Spanish classes.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The staff receives ongoing professional development provided by the ELL Coordinator. Weekly common planning meetings provide opportunities for teachers to plan and share best practices, and most importantly articulate with non ENL teachers of ELLs. The staff is provided with opportunities for in house professional development as well as through outside vendors provided through NYC DOE and OELL opportunitis. In addition to the ENL teachers, all staff members are trained in varied ELL workshops given throughout the year during professional development, after school, lunch and learn, and prep time.
2. 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?  
As a 6-12 school, we have the opportunity to provide continuous professional development to our staff based on the staff member's needs. Our teachers and other staff are have ample opportunities during common planning periods, departmental meetings, and PLCs to articulate best practices that support the transition from middle school into high school. We also work closely with our Guidance Department to ensure that all students receive the support necessary with the transition.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We differentiate the professional development based on the needs of staff and students. Since we are a 6-12 school, opportunities for collaboration and articulation are abundant in teacher team meetings tat are formally and informally held.
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.  
We provide professional development based on CR Part 80. Records of professional development are kept on file. We have monthly faculty and departmental meetings. We also have bi-weekly teacher team meetings. In addition teachers are provided professional development opportunities through outside vendors.

### 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?

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

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

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

2. 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. The evaluation of the needs of our parents is a process which begins with the analysis of the Learning Environment Survey. The parent information is analyzed and used to determine our support services and/or programs for our parents in the upcoming school year. The Parent Coordinator works closely with the PTA and SLT. This is a school wide decision making team and the parent coordinator represents the voice of all of our parents. The ongoing PTA meetings as well as the School Leadership Team meetings provide us with an abundance of information regarding the needs of the parents. The results of our ongoing parental evaluations are used as the platform for parental involvement activities. The data gathered drives our activities, such as, the development of ENL classes for our ELL parents. We also are starting computer classes with the help a bilingual technology teacher. Our parents have also shown interest in hobbies and this year we have created Arts and Crafts workshops. These classes include jewelry making, craft making from recyclable materials, and fabric painting.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, Riverdale Mental Health and Riverdale Neighborhood House and College Bound Initiative to provide workshops and services to ELL parents.
5. How do you evaluate the needs of the parents? Our Parent Coordinator surveys the parents about what kind of workshops, classes they would like to have. The parnts also vice their concers during the monthly SLT and PTA meetings. ENL teachers invite parents to discuss concerns and the administrators have an open door policy.
6. How do your parental involvement activities address the needs of the parents? ELL parents are included in all activities and we provide the workshops based on needs. For example, we are currently conductinf a high school application process workshop for all our parents and we have translation services to support our non- English speaking parents..

### 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: **IN-Tech Academy**

School DBN: **10X368**

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)
Stephen Seltzer	Principal		1/1/01
Margarita Rosa	Assistant Principal		1/1/01
Alexandra Castro	Parent Coordinator		1/1/01
Maria Clemente	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Jillian Sinclair	Teacher/Subject Area		1/1/01
Norman Powell	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lilian Mora	School Counselor		1/1/01
Melodie Mashel	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **10X368** School Name: **IN-Tech Academy**  
Superintendent: **Melodie Mashel**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

We collect data from several sources including the HLIS, the student emergency cards, the ATS UPPG report and PTA surveys. In addition, we gather home language preferences on an on-going basis as new students are transferred and or registered. We have continuous conversations with our parents during parent teacher conferences, special events or all other parent meetings.

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.

Our data shows that approximately 80% of our families prefer Spanish as the method of home communication. The rest of the students have chosen English as the preferred language and we have a few students with Arabic, Bengali, and Chinese as a home language. If the information is disseminated from the Department of Education, we send any information available on the DOE website in the home language. We also have Arabic and Chinese staff members that assist us with those low level incidence languages. In addition, we have high school students that are fluent in Bengali and English that assist us with verbal translation when needed for our younger middle school students.

## Part B: Creating a Communications Calendar

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

In addition to the required documents that are sent home such as handbooks, newsletters, calendars, testing information, curriculum, etc., we translate all home correspondence to Spanish. The types of correspondence that are translated include information on school trips, events, important activities, grading, reminders, afterschool programs, and teacher correspondence with parents.

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.

Meet the Teacher Curriculum Night - 10/9/15  
Parent Teacher Conferences - 11/19/15, 11/20/15, 3/10/16, 3/11/16  
PTA Meetings (monthly) - 9/16/15, 10/14/15, 11/16/15, 12/16/15,  
8<sup>th</sup> Grade Parent HS Information Session - 11/10/15  
Open House 10/28/15 We  
Anticipated  
Monthly Guidance Counselor parent meetings, Weekly Guidance Counselor calls to parents  
Weekly attendance teacher parent contact

## Part C: Providing Language Assistance Services

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

Our Parent Coordinator, Ms. Castro, plays an important role in this endeavor. She acts as our in house written translator. Parent correspondence is given to Ms. Castro in advance for translation. Ms. Castro is also supported by the ELL Supervisor who is bilingual and the Foreign Language Department teachers, who are also bilingual. In addition, we have staff members who assist with the translation of Arabic and Chinese. We provide outside translation services for our monthly SLT meetings and all Parent Teacher Conferences.

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.

We use a combination of interpretation services that is dependant upon the event. We are fortunate to have many staff members that are bilingual in Spanish and English and they support us in any over the phone comnunication. We use outside vendors for major events including conferences and graduations

#### **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.)

Staff training on the use of translation services is conducted by our Parent Coordinator. All materials are kept in Ms. Castro's office, room155.

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

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

##### Checklist of Notification Requirements

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

The Language ID guide will be kept in room 155.

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

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

We will monitor services from the parent survey and from our monthly meetings with the parents at the PTA and SLT meetings.