2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 19K618
School Name: ACADEMY OF INNOVATIVE TECHNOLOGY
Principal: MEGHAN LYNCH
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name: Academy of Innovative Technology HS</th>
<th>School Number (DBN): 19K618</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 331900011618</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9-12</td>
<td></td>
</tr>
<tr>
<td>School Address: 999 Jamaica Avenue</td>
<td></td>
</tr>
<tr>
<td>Phone Number: (718) 827-2469</td>
<td>Fax: (718) 827-4013</td>
</tr>
<tr>
<td>School Contact Person: Alexandra Stahl</td>
<td>Email Address: <a href="mailto:astahl2@schools.nyc.gov">astahl2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Meghan Lynch</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Garfield Headlam</td>
<td>September 2017, Pending 2018 Elections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents’ Association President: Carla Hollingsworth</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLT Chairperson: Alexandra Stahl</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Carla Hollingsworth</td>
</tr>
<tr>
<td>Student Representative(s): ZeydAlbasi</td>
</tr>
<tr>
<td>OluwafemiGonzalez</td>
</tr>
<tr>
<td>CBO Representative: Cypress Hills Local Development Corporation, Lisa Lofaso</td>
</tr>
</tbody>
</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District: 19</th>
<th>Superintendent: Richard Cintron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 335 Adams Street Brooklyn, NY 11201</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:Rcintron@schools.nyc.gov">Rcintron@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: (718) 923-5124</td>
<td>Fax: (718) 241-9223</td>
</tr>
</tbody>
</table>
## Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Alexandra Anormaliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director:</td>
<td>131 Livingston Street, Room 609</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:aanorma@schools.nyc.gov">aanorma@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>(718) 935-5618</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>N/A</td>
</tr>
<tr>
<td>Fax:</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meghan Lynch</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Garfield Headlam</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Carla Hollingsworth</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Sherrann Hutchinson</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>ZeydAlabasi</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Oluwafemi Gonzalez</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Lisa Lofaso</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Stuart Willet</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Robert Constant</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Alexandra Stahl</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Nicole Woodham</td>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Stephanie Morra</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Karine Beubran</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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<td>Member/</td>
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<tr>
<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five goals and action plans that align with...
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>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.</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
<td>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.</td>
</tr>
<tr>
<td>Effective School Leadership</td>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties</td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

**Our Mission**

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

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

3. Describe any special student populations and what their specific needs are.

| Our special student population includes 25% SPED Education students and 10% ENL students as of June 23, 2018. As well, at this juncture we are service an 82.89% male population due to the extensive technology programs in our school and are expecting to have 136 new incoming 9th grade students as of Fall 2018. These students specifics needs vary, but include ICT & ENL Teachers, SETSS, counseling, social emotional support, AIS (academic intervention services- Saturday tutoring, after school prep), and differentiated curriculum. |
4. Identify 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.

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

Collaborative Teachers

Throughout the 2017-2018 our teachers worked collaboratively in various teachers teams in order to support student achievement at the Academy of Innovative Technology High School. Collaboration happened on various levels and the following teacher teams were established: Parent Involvement Team, Instructional Advancement Team (IAS), Continuous Improvement Plan, Problem of Practice Teams, Attendance Team, Future NOW (Post Secondary Planning Team), Respect, Identity, and Development Team (RID), ENL Lunch & Learn Team, and whole staff professional development was embedded into our weekly work scheduled. Teachers at AoIT also have circular six planning time where teachers are invited to work in small inquiry teams on a weekly basis in order to collectively support student achievement & growth.

Effective School Leadership

This year was transition of leadership at AoIT as the former founding Principal retired and the Assistant Principal of 7 years prior transitioned into the role of Principal. As well, former literacy coach was appointed as Interim Acting Assistant Principal in February 2018. Furthermore, the school had 4 Lead PCT Teachers and 1 Model Teacher to support teachers throughout the school year. The philosophy at AoIT is one of shared leadership where teachers and administration were together to share the responsibilities within the school community. This includes have Content and Grade Team Leaders to support the academic success of students.

Key Areas of Focus: Rigorous Instruction

This year each teacher team at AoIT engaged in a Problem of Practice (POP- Teacher Centered Inquiry) in order to support the success of students. Below you will find the topic of POP for each specific content area:

- CTE: How can the use of practice tests and vocabulary assessments be used by the CTE Department to improve the technical assess passing rate of graduating seniors to 50%? /Goal: Improve technical assessment passing rate to 50%
- Social Studies: How can we implement instruction that will address the new format of the Global History Regents? / By June 2018 all Social Studies Teachers will have implemented at least one activity per month aimed at improving students ability to analyze historical documents and political cartoons.
- Math: Can having students use a graphic organizer that has them identity information and write out the steps to solving problem help students on longer, wordy word problems? / To improve student performance and stamina on part 2, 3, & 4 of all Math Regents exams by June 2018 by having students use a graphic organizer to organize information & their thoughts (Castle Learning, Imagine Math)
- ELA: How to encourage and support students in developing a “love” of reading? We want students to read and become aware of their feelings and thoughts about the characters, plot, and message. We want to develop student reflection, make a connection, raise questions, and become curious readers. / Reduce the number of students by half that said they did not read any books in DEAR last year (20% to 10%) by June 2018. By June 2018, reduce the number of students who said they don’t read because there are “No good books” (49% to 35%) and that reading is “boring” (66% to 50%) based on strategies we will put into practice: teachers developing a better understanding of their libraries, and having students share out about the books they are reading on a weekly basis. By June 2018, student responses to the question that they “have never read for enjoyment” will lower by 10% (from 43.1 to 33.1%).
- Science: Formative assessment (LE) and understanding how to read tables on the ESRT (ES)
Furthermore, we identified math as an area of improvement for the 2017-2018 and create a Continuous Improvement Plan (CIP) in this subject area where teachers worked collaboratively in order to support students with meeting the CUNY benchmark and passing both the Algebra and Geometry Regents. Below is the data showing improvements from POP this the past school year:

**Overall Regents Passing Rate**

<table>
<thead>
<tr>
<th>Exam</th>
<th>June 2017</th>
<th>January 2018</th>
<th>June 2018</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>52.99%</td>
<td>58.18%</td>
<td>66%</td>
<td>13%</td>
</tr>
<tr>
<td>Geometry</td>
<td>22.45%</td>
<td>28.26%</td>
<td>TBD</td>
<td>5.81%</td>
</tr>
</tbody>
</table>

**Question #34**

<table>
<thead>
<tr>
<th>Students who scored....</th>
<th>June 2017</th>
<th>January 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td>1 point</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2 points</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>3 points</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>4 points</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Total scores:</td>
<td>85</td>
<td>46</td>
</tr>
<tr>
<td>Weighted average:</td>
<td>.388</td>
<td>2.152</td>
</tr>
</tbody>
</table>

**Strong Family and Community Ties**

In the 2017-2018 school year we developed a teacher-led family engagement inquiry team that meets once a month to plan PD and events. Teachers chose the top issues facing engagement at AoIT, and elected to be part of one of the groups. Our two main events this year were improving our Student Led Conferences and the Family Fun Day.
- Multicultural Celebration Team - planning the Family Fun Day, came to the PTSA meeting
- PTSA Empowerment Team & Fundraising Team - fundraising for the Family Fun Day
- Demystifying College and Career Team - attempting to plan college trips with parents, starting communication about college earlier
- Family Intervention and Meditation Team - helping students that are in need of social-emotional support, and supporting families in the process
- Communication Team - created a survey to find out the best was to contact parents, figuring out different ways to get in contact with parents (text, email)

Data & improvements from our Parental Engagement Team are as follows:

<table>
<thead>
<tr>
<th>SLC #1 Date: 102 Families</th>
<th>Improvements to SLCs:</th>
<th>Improvements to Fun Run:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC #2 Data (SPRING_):</td>
<td>- Folder with all material in it (progress reports, flyers, survey, calendar dates)</td>
<td>- Flyer home in advance</td>
</tr>
<tr>
<td></td>
<td>- Families visited all teachers</td>
<td>- Personal phone calls to families during PD</td>
</tr>
<tr>
<td></td>
<td>- Families didn’t have to make an appointment</td>
<td>- Keeping track of family responses on a spreadsheet</td>
</tr>
<tr>
<td></td>
<td>- Raffle for families</td>
<td>- Getting more teachers involved in planning the event</td>
</tr>
<tr>
<td></td>
<td>- National Honor Society students acted as ambassadors and helped families fill our surveys</td>
<td>- Invites to alumni</td>
</tr>
<tr>
<td></td>
<td>- Seats outside of rooms</td>
<td>- Fundraising (coffee and bagel sale, and “Go Fund Me”)</td>
</tr>
<tr>
<td></td>
<td>- Student Art Show Opening with food</td>
<td>- Inviting parents to the college fair</td>
</tr>
<tr>
<td></td>
<td>- SLT presence</td>
<td>- Student showcase of service projects</td>
</tr>
<tr>
<td></td>
<td>- Keeping track of personal phone calls to invite families (online tracker) - distributing the work among the whole staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Giving time in PD to phone calls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mini sessions on college (from our college rep) and teenage behavior (from our social worker)</td>
<td></td>
</tr>
</tbody>
</table>
Supportive Environment

In the 2017-2018 school year the following programs were developed to support the social/emotion development & school culture at AOIT.

Mentor Mentee Program:

- The current Peer Mentorship Project at our school was founded this school year as a result of our bi-weekly grade team meetings. The 9th grade team identified a group of students who they felt needed significant support in order to be academically successful. Throughout the process teachers realized that the support students needed was multi-dimensional—emotional and organizational as well as academic. Through meetings and discussions we realized that mentors, other students near in age but who were academically successful and emotionally mature, could provide the much-needed support and guidance our 9th grade students needed.

- In part 9th grade teachers reached out to the 11th grade team to identify potential 11th grade mentors who would be chosen for the program as mentors to our at-risk 9th grade students. Throughout the year our 9th and 11th grade teachers worked extremely hard to spearhead this project at our school. This included organizing events for mentors and mentees to get to know one another & build relationships. The first event held this year was a ‘pizza mixer’ where 9th grade students met their potential mentors and then a ‘mega mixer’ where they spent the day playing games with the ultimate goal of choosing who they would want their mentor to be. Now, as we move toward the end of the school year this project will begin to focus on the soft skills that many mentees need such as communication, time management, accountability, and organization.

- Next Steps: Looking forward, we have asked our mentors to begin to help us envision what the project should look like next year. In their Advisory classes, we are asking them to help us co-create an agenda, time-line, goals and activities for next year so that we start off strong in September and have involvement from all 4 grades—new students for a 9th and 11th grade cohort and then the current students as the 10th and 12th grade cohort. We have also applied for additional funding per session and project allocation & are awaiting response.

Girls Empowerment Group:

- In response to an increased # of incidents connected to bullying, social media, and relationships we created a Girls Empowerment Group this year led by my Lead Teacher and a consultant from Sweet River (youth support). Our young ladies shared their strengths/challenges, future goals, perception/misconceptions, and an overall desire to be heard and represented in the male-dominated school community. With the overall
opportunity to get to know each other outside the academic setting. As the year progressed incidents related to the social circle of females within the school community dropped dramatically.

RID (Respect Identity Team): The respect identity development team (RID) team provided parent outreach, guidance, intervention, peer mediation as interventions, check-ins with teachers, counselors, and/or deans as a means of support before disciplinary measures are taken for students at risk and those with infractions. We changed our name from Safe and Secure to RID Team. The RID acronym coincides with our vision. The work that we are doing is helping our students develop their identity and fine-tune their ability to respect themselves, their peers, teachers, school, and their community.

- **RID**: For students to learn effectively, they must feel safe and comfortable in their learning environment. The goal of the Respect Identity Development Team is to maintain a learning community that will enhance our students' to succeed academically, socially, and emotionally.
- **Respect** - Students must understand the importance of respecting themselves, their teachers, their classmates, and their school. They must understand that each of those components has a direct impact on their own success as well as the success of others in the school community.
- **Identity** - Students that are in search of their identity lack the focus needed to succeed socially, emotionally and academically. One of the goals of the RID Team is to help students find their identity and develop individualized plans that will not only help them become successful students but become outstanding citizens as adults.
- **RID** - “Rid” of all negative behaviors that impede success.
### School Demographics and Accountability Snapshot for 19K618

#### School Configuration (2018-19)
<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>403</td>
<td>No</td>
</tr>
</tbody>
</table>

#### English Language Learner Programs (2018-19)
<table>
<thead>
<tr>
<th>N/A</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Special Education Programs/Number of Students (2015-16)
<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>39</td>
<td>81</td>
<td>11</td>
<td>39</td>
<td>74</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)
<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># Foreign Language</th>
<th># CTE</th>
<th># Dance</th>
<th># Integrated Special Education Services System</th>
<th># Special Education for Vocational Education</th>
<th># Speech and Language Pathology</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)
<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.0%</td>
<td>87.0%</td>
<td>79.9%</td>
<td>5.7%</td>
<td>10.2%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)
<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2%</td>
<td>41.4%</td>
<td>47.9%</td>
<td>5.2%</td>
<td>2.2%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)
<table>
<thead>
<tr>
<th>Years Principal Assigned to School</th>
<th># of Assistant Principals</th>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
<th>Average Teacher Absences (2014-15)</th>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>2</td>
<td>3%</td>
<td>58%</td>
<td>11%</td>
<td></td>
</tr>
</tbody>
</table>

#### ELA Performance at levels 3 & 4 (2016-17)
<table>
<thead>
<tr>
<th>% ELA Performance at levels 3 &amp; 4</th>
<th>% ELA/Math A</th>
<th>% US History Performance at Levels 3 &amp; 4</th>
<th>% 4 Year Graduation Rate</th>
<th>% 6 Year Graduation Rate (2011 Cohort)</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Mathematics Performance at levels 3 & 4 (2016-17)
<table>
<thead>
<tr>
<th>% Mathematics Performance at levels 3 &amp; 4</th>
<th>% ELA/Math A</th>
<th>% US History Performance at Levels 3 &amp; 4</th>
<th>% 4 Year Graduation Rate</th>
<th>% 6 Year Graduation Rate (2011 Cohort)</th>
<th>% ELA/Math Aspirational Performance Measures (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Overall NYSED Accountability Status (2018-19)
<table>
<thead>
<tr>
<th>Reward Recognition</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In order to conduct a needs assessment of our current Regents pass rates in Living Environment and US History as aligned to our Continuous Improvement Plan (CIP) the following strengths and priority needs were addressed:

School’s Strengths

- In the 2017-2018 year the school community engaged in our Continuous Improvement Plan (CIP) as aligned to Math for the 2nd year in a row. This process included strategically tracking students who were mandated to attend after school and weekend prep classes. The overall 2 year program was successful as our Algebra Regents passing improved 22% in 2-years showing drastic improvement in scores.

Priority Needs

It is now evidence that the success of our CIP in mathematics must be brought to our Living Environment and United States history subject areas. The evidence that supports us continuing to implement our CIP in Living environment and US History classes is our current regents pass rate (Living Environment 56%, US History 60%).

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019 there will be a 5% increase in the Living Environment (June 2018 Pass Rate: 57% to 62%) and US History Regents pass rate (June 2018 Pass Rate: 60% to 65%) through the implementation of our continuous improvement plan in both subject areas.
### Activities/Strategies

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., over/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Content teams will meet in August 2018 to review the June 2018 Regents scores as aligned to the students who will be involved in our continuous improvement plan (CIP).</th>
<th>9th and 10th grade LE students and 11th grade US History students</th>
<th>Start Date: Summer 2018 (Late August)</th>
<th>Administration-Principal and AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers involved in the CIP will meet in order to engage in the New Visions for Public Schools Fish Bowl Protocol in order to identify the high needs areas to focus on in History and Science along with some of the reasons why students are not performing up to standards.</td>
<td>9th and 10th grade LE students and 11th grade US History students</td>
<td>September 2018</td>
<td>New Visions, Administration, CIP Teachers</td>
</tr>
<tr>
<td>Teachers involved in the CIP process will have a follow up meeting to discuss students at risk and who should be mandated to participate in the program. This includes being a part of the following interventions: pre/mid/post assessments, periodic assessments, phone call system, MESH, Saturday Prep.</td>
<td>9th and 10th grade LE students and 11th grade US History students</td>
<td>October 2018</td>
<td>CIP Teachers</td>
</tr>
<tr>
<td>Teachers on the CIP team will strategically identify and generate a list of students who will participate in both yearlong programs. Administration will approve these lists with the support of the Guidance Team. As well, the lists will be shared and discussed at our Accreditation Committee meeting.</td>
<td>9th and 10th grade LE students and 11th grade US History students</td>
<td>November 2018</td>
<td>Administration and CIP Teachers</td>
</tr>
</tbody>
</table>
The CIP Team will identify all teachers who will teach MESH and Saturday school as aligned to Living Environment & US. Furthermore, at this time we will assign Peer Tutors to each student enrolled in the program.

At this juncture the list of all CIP students will be distributed to the school community and teachers will meet with AIS student to establish contracts and expectations of the program. Letters will be backed home informing parents of the program. These letters will be returned to the teachers in charge. This process will include follow up with students who do not return letters.

Officially program students enrolled in CIP for after school and Saturday classes in order for attendance to generate and teachers to keep track of who is in attendance throughout the Fall semester. Notify parents when students are not in attendance.

Ensure that all CIP teachers from both subject areas are meeting weekly to plan curriculum, discuss progress in regular class and AIS classes, review periodic assessment data, and plan accordingly.

Living Environment repeater students will sit for the January Regents exam and the data will be reviewed. Student who pass will move on to the next level. Students who have placed out of CIP will be removed and new students added. The process will continue throughout Spring 2018 in a similar manner.
## 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In order to engage parents and support their understanding of the CIP structures put in place in order to create a supportive environment at AoIT that encourages student achievement we will send letters home to all parents that explain the program we have put into place and we ask that parents sign off that they understand their role and responsibility as a parent as aligned to the CIP. Furthermore, we will periodically check in with parents regarding their child’s progress on a monthly basis and have at least one CIP parent meeting during term one and term two where teachers meet with both parents and students to discuss where they are in their AIS program. Lastly, the CIP structures will be discussed at our SLT and PTSA Meetings. Parents who have students who have not been mandated to attend can opt in to the program for additional academic support.

## Part 4 – Budget and Resource Alignment

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

The resources we will leverage to achieve this annual goal and implement this action plan include per session aligned to after school and Saturday classes. Furthermore, we will provide professional development from our Data Specialist on how CIP teachers can use item analysis tools from New Visions and Skedula to track students’ progress on pre, mid, and post assessments throughout the semester. All training will be on site and per session will be allocated. Furthermore, if there is additional curriculum request (Castle Learning) funds will be available to purchase.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

## Part 5 – Progress Monitoring

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

In the month of January 2019 we will analyze our mid year Regents data in order to see our progress toward meeting this goal. Our overall mid point benchmark will be the January Regents exam to indicate the progress toward meeting our specified goal along with interim assessments in Living Environment & US History. We will look at the skills & item analysis documents in order to highlight areas of growth and areas that still need improvement. Curriculum will be revised accordingly.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The specific measure that is used to assess progress for this goal is the January and June 2019 Regents exams in US History and Living Environment. As well, we use our internal interim assessment data periodically throughout term one and monitor it during professional development to meet our goal.

### Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

1. This year we had the highest graduation percentage in the history of the school - 79% in June. This speaks to the supportive environment that we provide our students. As a staff we work together to make sure students stay on track towards graduation, and apply to college. Through our advisory program (Youth Empowerment Leadership Development - Y.E.L.P.) we work closely with teachers, our Student Success Center, and counselors to discussion future plans with students.

2. It very important for our students to be prepared for life outside of high school, and applying and attending the college that fits their needs most ensures retention in college. Within our College Access for All Survey, 57% of students "Never" visited a college campus outside of New York City, in addition, our CTE department has forged post-secondary partnerships with 3 local schools, but students have yet to take on this opportunity. Results from our DOE Snapshot show that only 48% of students enroll in a post-secondary program within 6 months -- so, even if students apply to college, they are not enrolling. This could be because of finances, preparedness, or they have not applied to a school that is the best fit for them. We want to change this.

3. Structures we have right now that support our students are: grade teams that meet bi-weekly to engage in conversations around how to support struggling students, weekly whole staff professional development where we engage in "kid talk" about students that teachers recommend, our YELP program, the Student Success Center and College Counselor, and increased PD for teachers to learn about Financial Aid, College Matching. In addition, this year we developed a peer-mentorship program between the 9th and 11th graders -- that we hope to continue this year as 10th and 12th graders. We received a grant to support our young women and have developed a young women's leadership group educating our students around restorative justice practices, that we hope next year they will feel comfortable leading circles with other advisory groups.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, there will be a 5% increase in the number (from 48% to 53%) of our students that graduate from our high school and enroll in college or another post secondary program within 6 months.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>All students and families</td>
<td>Survey will be created by the Future Now Team &amp; Administration by September 2018 and given during Curriculum Night - September 2018</td>
<td>Future Now Team &amp; Administration</td>
</tr>
</tbody>
</table>

Create an internal survey to give to students in grades 9-12, and their families, around college and post-secondary awareness and future goals -- and how our school can best support their future goals. Survey will be given at the beginning of the year, middle of the year, and end of the year.

Data will be analyzed by October 15th, 2018, so that calendar of events are altered based on need.

Create a calendar of meeting times between the CTE team, the Student Success Center, and the Future Now team to meet throughout the year on a monthly basis. The calendar will also set benchmarks as to when college trips should happen, and college trips specifically outside of the NYC, and colleges that we have a partnership with.

Calendar will be created during the week of August 27th, 2018

Tony & Lisa from the SSC, Future Now Team (Ms. Brown, Mr. Mollison, Mr. Amell, Mr. Constant), CTE Team Reps (Mr. Donohue, Ms. Krystel), Administration

YELP Committee will expand to include our Work Based Learning Teacher, Mr. Alphonse, so that curriculum around college and careers are integrated within the 9th grade.

Note: As aligned to this AoIT has joined the New Visions College Readiness Network (NSI). More information to follow and revisions made to this goal after attending summer professional development.
YELP coaches will set a meeting time to plan, and PD time will be set aside for YELP coaches to review and understand the curriculum. YELP coaches will be expected to go on one college trip with their YELP.

| PTSA and the Student Success Center will co-host 2 nights around College Awareness in the Fall and two in the Spring. One on a Saturday and one after school. Families will be encouraged to bring their students, so that there is a dialogue. | Families, Students | January 2019, and April 2019 | PTSA Executive Board, SSC, Administration, Future Now Team |
| Establish an alumni network in order to keep communication lines open with graduates, where students, families, and staff can better understand successes and struggles for our students in college. | Alumni | By January 2019 | SSC, Administration, Future Now Team |
| Have continuous conversations with students starting throughout all grade levels through YELP around college sections, career pathways in college, trade schools, financial support, and alternative options. By June 2019, 70% of Juniors will have a college list and career ideas that will best suit them, and they will be shared with their parents. | All students, specifically 11th graders | By June 2019 | YELP Coaches, SSC, Future Now Team, Administration |
| Students will utilize the already established College Partnerships. | Seniors | By June 2019 | CTE Team, Future Now Team, Administration |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Through the PTSA, Curriculum Night, and Student Led Conferences, families will gain awareness around post-secondary options, financial aid, and programs that support their children in college. In addition, surveying our families throughout the year will help us gain insight as to concerns parents have, and goals parents have for their
children. We want to make sure parents are able to visit colleges and join their children on college trips, so we want to reach out to families with the schedule of college trips, and offer some trips on the weekends.

**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.

- CA4A Funding (Trips, Per Session, SSC)
- NSI Funding (TBD)
- Common Planning Time (Future NOW/Post Secondary Readiness Team)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>✗</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

We will use an internal survey to monitor progress. The survey will be administered by the end of September 2018, and will be given again in January 2019, and again in May 2019. The YELP Committee, Future Now Team, CTE Team, and Administration will analyze results and share with the staff during Professional Development. Based on results, the calendar of events and YELP curriculum will shift, tailoring to the needs of our students and families. As well, our end of the year College Readiness metrics as aligned to the School Quality Snap Shot will be used.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Our progress will be monitored by an internal survey, and the creation of an alumni network, where we can better keep track of graduates and their college experiences. As well, we will use the end of year School Quality Snap Shot data to analyze our progress toward meeting this goal.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

For the 2017-2018 school year, we met in professional learning communities to discuss how students’ attendance can improve. The follow professional learning communities were developed:

- Guidance Team (met biweekly each month on Monday)
- Attendance Team (met biweekly each month on Friday)
- Office Team (met once per month on Tuesday)
- SIT Team (met once per month on Thursday)
- Grade Team (met once per month on Thursday)

For the 2017-2018 school year, we implemented a system to ensure that we obtained updated contact information for all parents/guardians of students in grades 9-12. Systems and structures we implemented were as follows:

- Office Team identified 80 students’ contact information that was not updated
- Office Team sent robocalls to the 80 students
- In addition, student led conference logs were cross-referenced for the non-working numbers teachers identified in January from the MetroCard list. As a result, we leveraged the distribution of MetroCard for updated contact information (Spring 2018).
- Office staff created binders of students’ contact information for Administration/Guidance Teams and all Grade Team Leaders (9-12) which were utilized to contact parents of absentees.
- If numbers were inaccurate and staff could not get an updated contact it was recommend for the Attendance teacher to conduct a home visit.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 we will reduce the # of chronically absent (20-37 days) students by 5% (YTD: 136, to 129 in the 2018-2019 school year).
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

#### Invite more teachers to be a part of attendance team meetings

- **Target Group(s)**: Chronic absentee students
- **Timeline**: September 2018 - June 2019
- **Key Personnel**:
  - Administration Team (Ms. Lynch, Ms. Stahl and Ms. Woodham)
  - Content Team Teachers
  - Social Worker (Ms. Tavares)
  - Parent Coordinator (Mr. Martinez)
  - Guidance/Administration (Ms. Cooper and Ms. Jackson)
  - Team Leaders: Ms. Duran, Mr. Headlam, Ms. King, Ms. Stratman, Mr. Constant

#### Creation of attendance tracker

- **Target Group(s)**: Chronic absentee students
- **Timeline**: September 2018 - June 2019
- **Key Personnel**:
  - Administration Team (Ms. Lynch, Ms. Stahl and Ms. Woodham)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Parties</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the # of attendance incentives (making the incentives more visible) including a NYC sightseeing tour boat, which includes a 2.5-hour tour around Manhattan and lunch, a pizza party with perfect attendance, and set a goal for Six Flags trip as attendance incentive for students</td>
<td>Content Team Teachers, Social Worker (Ms. Tavares), Parent Coordinator (Mr. Martinez), Guidance/Administration (Ms. Cooper and Ms. Jackson)</td>
<td>September 2018 - June 2019</td>
</tr>
</tbody>
</table>
Team Leaders:
Ms. Duran, Mr. Headlam, Ms. King, Ms. Stratman, Mr. Constant

| Making phone calls bi-weekly during our Family Engagement PD’s. We will track attendance and outreach efforts in a Google doc shared with the staff | Chronic absentee students | September 2018 - June 2019 | All staff |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During our professional development PDs, all school staff will make biweekly calls to parents of chronic absentee students. In addition, school staff will get more parents involved in our attendance celebrations by inviting parents to attend. We will get more parents to join our SLT/PTS Teams.

### 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.

- School Messenger a device that sends emails, text messages and alerts to families
- Pupilpath attendance in Skedula (all teachers must use it, so parents/guardians can track students’ attendance each period)
- Making phone calls bi-weekly during our Family Engagement PD’s. We will track attendance and outreach efforts in a google doc shared with the staff
- AIDP Chronically Absent Coding System (code created in ATS, which is used to track attendance)
- AIDP CA funding Social Worker

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

| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| X | C4E | | 21st Century Grant | | SIG | | 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.

We will monitor and track attendance from September 2018 till January 2019 (Fall semester). Prior to Spring/2 Term start, we will review if our plan of actions are working. We will reflect if the outcomes are what we expected and revise as needed based on our findings.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- AIDP Chronically Absent Attendance Tracker (code created in ATS, which is used to track attendance)

### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school’s strengths relative to this Framework are currently the professional development aligned to teachers’ performance and growth. In the 2017-2018 school year the following professional development opportunities were offered:

- Instructional Advancement Series (New Teacher PD) - 5 teachers
- Peer Collaborative Teacher PD - 3 teachers
- Model Teacher PD - 1 teacher
- Affinity PD (Guidance) - 1 counselor
- New Visions PD (Living Environment) - 1 teacher
- Affinity PD (Global) - 1 teacher
- ENL Lunch and Learn - 3 to 5 teachers (monthly)
- Show Case Schools PD (Lead Teachers) - 7 teachers

Moving forward into the upcoming school year we would like our PD opportunities to reach all teachers - even those who have not extended themselves to find professional development outside of what the school offers. It is our hope that more external professional development opportunities for teachers will support more teachers with becoming highly effective in competency 4E.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 100% of teachers on staff will have attended at least one specialized professional development session/series aligned to either their beginning to year school goal, content area, or area of need on the Danielson rubric. Overall, there will be a 5% increase in the # of highly effective ratings (Total: 31/YTD: 15 HE, 14 E, 2 D) in domain #4 (professional responsibilities).
## Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- **Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over the summer of 2018 administration will identify areas of improvement for all teachers on staff as aligned to their EOY/BOY goals. Based on these areas of improvement/focus administration will begin to preliminarily research different PD opportunities (i.e. Affinity, New Visions, LPP, Campus-Wide).</td>
<td>All Teachers</td>
<td>Start- Late August/Early September 2018</td>
<td>Administration (Ms. Lynch, Ms. Stahl, Ms. Woodham, Lead PCT/Model Teachers)</td>
</tr>
<tr>
<td>In August 2018 each content team will participate in our annual Leadership Academy meetings. At these meetings administration will review CEP goal and ask that Content Team Leaders support their teachers will finding PD opportunities specifically aligned to their goals. Administration will share preliminary menu options based on their internal findings.</td>
<td>Content Teams</td>
<td>August 2018</td>
<td>Administration (Ms. Lynch, Ms. Stahl, Ms. Woodham, Lead PCT/Model Teachers)</td>
</tr>
<tr>
<td>By October 2018 all EOY conversations will be completed and every teacher on staff will have identified an area of need and chosen their specific topic for PD.</td>
<td>All Teachers</td>
<td>October 2018</td>
<td>Administration and Individual Teachers</td>
</tr>
<tr>
<td>By November 2018 each teacher on staff (with the support of their Lead Teacher, PCT, or assigned Model Teacher) will have chosen the PD topic they will attend by December 2018.</td>
<td>All teachers</td>
<td>December 2018</td>
<td>Leader Teachers, PCT Teachers, and Model Teachers</td>
</tr>
<tr>
<td>When we return from winter recess in January 2019 we will engage in a school wide share fair where teachers will showcase the PD they attended as aligned to their personal goal.</td>
<td>All teachers</td>
<td>January 2019</td>
<td>Whole staff- PD Share Fair Part One</td>
</tr>
<tr>
<td>This process will repeat in Spring 2018 and at our EOY conversations we will discuss the impact it had on student achievement and their overall Danielson rating. As well, we will have a culminating share fair part II during Brooklyn Queens PD Day.</td>
<td>All teachers</td>
<td>End Date June 2019</td>
<td>Administration team, all teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In order to engage parents/families and support their overall understanding of Effective School Leadership as aligned to this goal there will be a level of transparency with SLT and PTSA members as aligned the goals of teachers and professional development plan for improved instructional practices. Parents and teachers will have an opportunity to discuss each teacher's individual professional development plan and provide suggestions/feedback as to how it is
improving the quality of their child’s education. Furthermore, parents will be invited to both our Fall and Spring PD share fairs to learn more about the professional development teachers at AoIT have received.

**Part 4 – Budget and Resource Alignment**

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

Per session will be allocated to teachers who are participating in after school PD at AoIT with Lead PCT & Model teachers.

Staff professional development time will be allocated to share fairs and prep for share fairs.

For teachers interested in attending external PD with additional fees the school will reimburse teachers (subject to request).

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

<table>
<thead>
<tr>
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<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
<td>X</td>
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<td>C4E</td>
<td></td>
<td>Title II, Part A</td>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>Title II, Part A</td>
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<td>Title III, Part A</td>
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<td>Other</td>
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</table>

**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.

All teachers engage in middle of the year (MOY) discussions at AoIT. The progress toward meeting this goal will be assessed at this time and then again at our end of year (EOY) discussions. Progress will be based on teachers' movement in competency 4e as well as their overall Danielson ratings.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance Rating System (teacher evaluations)

Scholarship Data

Regents Data

MOY/EOY teacher reports.reflections

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>Strengths (1): This year our entire staff collaborated in order to increase family involvement at the school. We created a Family Engagement Inquiry Team (consisting of 8 members) that met monthly to plan our staff-wide PD and events throughout the year. Teachers elected to be part of different teams based on needs of the school: Multicultural Celebration Team, PTSA Empowerment and Fundraising Team, Demystifying College and Career Team, Family Meditation Team, and Communication Team. During Student Led Conferences we have 102 families join us in the fall, and afterwards we surveyed the PTSA and SLT and took suggestions to improve the Spring SLC -- and we saw improvement in engagement, as we had conferences with 109 families in the Spring. Staff members used PD time 1-2 times a month to reach out to families about upcoming events, and progress of students. Our culminating family event -- our Family Fun Day in May 2018 -- had an increase in family and alumni attendance (at least 25 family members and alumni attended), and the community raised over $600 to fund the event (through coffee and bagel sales, and a &quot;A Go Fund Me.&quot;). In addition, we utilized our National Honor Society students and increased their role in outreach to families and new students. NHS students called incoming 9th graders about our Open House in the Spring, and they were guides during the Spring SLC -- helping families complete surveys and guiding families to classrooms. Our SLT team consistently included 2 students each meeting, and half our our SLT meetings included 2 parents as well. In addition, our PTSA meetings were better attended, advertised more consistently, included food, and special guests from the staff and community members.</td>
</tr>
<tr>
<td>2. <strong>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</strong></td>
</tr>
<tr>
<td><strong>Priority Needs (2):</strong> To increase family engagement and family empowerment, we would like to support our PTSA Executive Board in increasing visibility in the school, and in planning and hosting events of their choosing. The PTSA has voiced the need for a space to set up within the school, and has voiced the desire to fundraise for a year-end school trip to 6 Flags. In addition, making sure that the PTSA has a larger group of families in attendance at meetings, we need to ensure that parents are informed of events, by using multiple modalities, and that we schedule meeting times and events based on input from our families. Our parent coordinator would like to utilize more ways of communication with families via Facebook, Twitter, and our website.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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</th>
</tr>
</thead>
</table>
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be an overall 10% increase in family involvement within the following areas: SLC, PTSA, Fundraising, Chaperoning, and Family Fun Day in order to strengthen family leadership and empowerment within the school community.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIF, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Community</td>
<td>Start Date: August 2018</td>
<td>Mr. Martinez (parent coordinator), family engagement team, PTSA Executive Board, Administration</td>
<td></td>
</tr>
</tbody>
</table>

Parent Coordinator, Administration, and teacher family engagement committee, and PTSA Executive Board will meet in August 2018 discuss goals, fundraising goals, and event calendar for the 2018-2019 school year.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Community</td>
<td>Start Date: August 2018</td>
<td>Mr. Martinez &amp; Ms. Stahl</td>
<td></td>
</tr>
</tbody>
</table>

Parent Coordinator and Administration will meet in July 2018 to discuss how to best utilize Facebook, Twitter, and our website to improve communication with families.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
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<th>Key Personnel</th>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Community</td>
<td>The end of July 2018</td>
<td>Mr. Martinez &amp; Ms. Stahl</td>
<td></td>
</tr>
</tbody>
</table>

PTSA and Administration will set up a room for the PTSA for the 2018-2019 school year.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTSA and Families</td>
<td>By October 2018</td>
<td>Administration and PTSA Executive Board</td>
<td></td>
</tr>
</tbody>
</table>

Family engagement committee, parent coordinator will identify 10-15 current parents to personally invite to sit on the SLT, and the PTSA for the 2018-2019 school year. National Honor Society will help reach out.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>By October 2018, progress monitoring in November 2018</td>
<td>National Honor Society Students, Family Engagement Committee, Parent Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

National Honor Society Students will serve as ambassadors to the school, inviting parents to meetings and events, and staying for PTSA meetings.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>By the end of September, monthly meetings, SLCs in the fall and spring</td>
<td>National Honor Society Students, Administration</td>
<td></td>
</tr>
</tbody>
</table>

By September 2018, the PTSA calendar will be mailed home along with a letter written by Parent Coordinator introducing himself and the Parent Calendar/Map. PTSA meetings will be held after school and on Saturdays to include more families. Monthly school calendar will be mailed home and updated online. National Honor Society Students can help put information online.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>By the end of September 2018</td>
<td>Administration and Parent Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Night in September 2018, will be revamped based on ideas from the PTSA Executive Board and Family Engagement Committee.

The family engagement committee will have monthly meetings with the PTSA Executive Board (in person, or via phone conference) to monitor progress towards goals.

Once a month teachers will be given time to make phone calls to families around school events and student progress. Call logs will be online, and teachers will update on a monthly basis. The office staff will update ATS will most recent numbers and ATS will sync with Skedula to provide teachers will most up to date numbers.

Skedula will be better utilized this year to take attendance and provide anecdotes for students to increase staff collaboration and update parents.

Overall, assessment of this goal will take place in the June 2018 PTSA and SLT Meetings. We will review data (attendance from events, participation logs, and surveys) in order to analyze the impact it had and if we have met our goal.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| SSC, Cypress Hills Community, Brooklyn Public Library, Local Police Department Outreach, Northwell Health Center. |

### 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.

100 hrs of per session for six to eight teachers (guidance and social workers as well) for the family engagement committee to meet after school and host family engagement workshops and PTSA events on the weekend and at nights (once a month).

PTSA Funds

Metro Cards for parents

| X | Tax Levy | X | Title I SWP | || | Title I TA | || | Title II, Part A | | || | Title III, Part A | || | Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || | C4E | || | 21st Century Grant | || | SIG | || | 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.

Every marking period, we will review the phone call log for family outreach, and as an SLT monitor family participation at events: Curriculum Night, PTSA Meetings, Student Led Conferences, and any additional family events. In addition, the Family Engagement Committee will monitor fundraising from the school and PTSA. We will capture progress monitoring for fundraising and attendance at events via Google spreadsheets.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Online phone call log, Skedula (for attendance, anecdotes, and updates academic progress), spreadsheet of fundraising and involvement from families.

#### Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | ● 7th & 8th grade ELA scores  
  ● IEP & 504 needs  
  ● Scholarship Data  
  ● Regents Data  
  ● Teacher Anecdotal Reports & Recommendation  
  ● Report Cards & Progress Reports | ● ELA Regents Prep  
  ● MESH Center After School Tutoring  
  ● iLearn Credit Acceleration/Prep  
  ● PBL (Project Based Learning Prep)  
  ● After School ENL Literacy Prep Course  
  ● ELA Prep Advisory/YELP Course | ● One to one pull out service  
  ● Small group instruction  
  ● Small group instruction  
  ● Small group instruction/tutoring  
  ● Small group instruction  
  ● Whole group instruction  
  ● Small group instruction | ● Monday-Friday (ELA 9/10)  
  ● Saturday (9-11:00 AM)  
  ● Monday-Thursday (3:07-5:00 PM)  
  ● 2x per week (one period)  
  ● Monday- Monday-Friday (one period-9th grade only) |
| Mathematics                              | The criteria for determining AIS services in Math are as follows:  
  ● 7th & 8th grade Math scores  
  ● IEP & 504 needs  
  ● Scholarship Data | Algebra, Geometry, and Trigonometry Recovery Classes:  
  ● Saturday Regents’ Prep Academy  
  ● MESH Center After School Tutoring | ● Small group instruction  
  ● Small group instruction  
  ● Small group instruction/tutoring  
  ● Small group instruction | Monday-Friday (50 minutes)  
  ● Saturday (9-1:00 PM)  
  ● Monday-Thursday (3:07-5:15 PM)  
  ● 2x per week (one period) |
<table>
<thead>
<tr>
<th>Science</th>
<th>The criteria for determining AIS services in Science are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7th &amp; 8th grade Science scores</td>
</tr>
<tr>
<td></td>
<td>IEP &amp; 504 needs</td>
</tr>
<tr>
<td></td>
<td>Scholarship Data</td>
</tr>
<tr>
<td></td>
<td>Regents Data</td>
</tr>
<tr>
<td></td>
<td>Teacher anecdotal Reports &amp; Recommendation</td>
</tr>
<tr>
<td></td>
<td>Report cards and progress report</td>
</tr>
<tr>
<td></td>
<td>Science Content and ICT Push In Class (All grades):</td>
</tr>
<tr>
<td></td>
<td>Saturday Regents Prep Academy</td>
</tr>
<tr>
<td></td>
<td>MESH Center After School Tutoring</td>
</tr>
<tr>
<td></td>
<td>Lunch period tutorial program</td>
</tr>
<tr>
<td></td>
<td>Small group and whole group instruction</td>
</tr>
<tr>
<td></td>
<td>Peer Tutoring and Small group instruction with teacher</td>
</tr>
<tr>
<td></td>
<td>Small group instruction/tutoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>The criteria for determining AIS services in Social Studies are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7th &amp; 8th grade Social Studies scores</td>
</tr>
<tr>
<td></td>
<td>IEP &amp; 504 needs</td>
</tr>
<tr>
<td></td>
<td>Scholarship Data</td>
</tr>
<tr>
<td></td>
<td>Regents Data Teacher anecdotal</td>
</tr>
<tr>
<td></td>
<td>US &amp; Global History Regents’ Prep Academy</td>
</tr>
<tr>
<td></td>
<td>Block Global History Instruction</td>
</tr>
<tr>
<td></td>
<td>MESH Center After School Tutoring</td>
</tr>
<tr>
<td></td>
<td>Global History and US Tutorial</td>
</tr>
<tr>
<td></td>
<td>Small group instruction</td>
</tr>
<tr>
<td></td>
<td>Small group instruction</td>
</tr>
<tr>
<td></td>
<td>Small group instruction/tutoring</td>
</tr>
<tr>
<td></td>
<td>Small group instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday-Friday (one period)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Friday (Social Studies 9-12)</td>
</tr>
<tr>
<td>Saturday (9-1:00 PM)</td>
</tr>
<tr>
<td>Monday-Friday (Lunch/Period 6)</td>
</tr>
<tr>
<td>Tuesday/Thursday-MESH and Saturday</td>
</tr>
<tr>
<td>Monday-Friday (one period)</td>
</tr>
<tr>
<td>Monday-Friday (90 minutes)</td>
</tr>
<tr>
<td>Monday-Thursday (3:07-5:15 PM)</td>
</tr>
<tr>
<td>Monday-Thursday (3:07-5:15 PM)</td>
</tr>
</tbody>
</table>
### At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

**YELP** - All students at AoIT are enrolled in a YELP course to support their social, emotional, and academic well-being.

**Magic Four** - Students are chosen for Magic Four based on their teacher’s recommendations, attendance, behavior, and scholarship data.

**Literacy Coach Services** - Students are chosen to work with our Literacy Coach based on their reading level obtained through the Scholastic reading Inventory exam.

**Conflict Resolution** - Social worker has put together a system for conflict resolution where teachers have access to referral system that they use to refer students to

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Small group meetings</td>
<td></td>
<td></td>
<td>2x a week (50 minutes)</td>
</tr>
<tr>
<td>One to one</td>
<td></td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Pairs</td>
<td></td>
<td></td>
<td>Monthly</td>
</tr>
<tr>
<td>Small group and one on one</td>
<td></td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Small group meeting</td>
<td></td>
<td></td>
<td>1x per month</td>
</tr>
<tr>
<td>Small group and/or individual (based on IEP)</td>
<td></td>
<td></td>
<td>1x per month</td>
</tr>
<tr>
<td>Small group and/or individual (based on IEP)</td>
<td></td>
<td></td>
<td>1-3x per week (based on IEP)</td>
</tr>
</tbody>
</table>

**Peer Mediation** - Student are chosen to work with our Social Worker on peer mediation to support our school with positive.
our peer mediation program.

Guidance Counselor Services- Students are chosen to work with the Guidance Counselors based on their IEP mandates as well as teacher recommendations.

students are chosen based on their academic and behavioral standards. This team of teachers works collectively on an intervention plan to support his/her needs.

School Psychologist

On site school based psychologist meets with guidance counselor and lead SPED teacher for IEP students whose triennial evaluations are due. Or, if a parent or the pupil personnel team has requested an evaluation of a general education student.

School Based Support Team/PPT

Monitoring student progress is an ongoing process. The principal with the support of the

School Based Support Team (SBST), meets every two weeks to monitor the progress of students who are need of academic intervention. The social worker meets with the student based on his or her social/emotional
needs. The SBST will review AIS on a quarterly basis to determine the progress and whether services should continue.

**Guidance Counselor & Social Worker Services:** Recommends to the school based health center students who are in need of health related services. All guidance counselors and lead SPED teacher meet on a regular basis with the representatives from the health center to discuss students’ health progress.
### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

### Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</th>
<th>Five Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Funds from Title 1 are earmarked to service students who are in temporary housing. We have an advisory program and the assigned advisory coaches are responsible to ensure these students have school supplies (notebook, paper, pens and pencils); dress code shirts and books for their content classes. In addition, the CBO, Cypress Hills Local Development is used as a reference to support parents who are seeking shelter. Finally, the students meet with their guidance counselors if counseling support is needed.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

The strategies used to attain qualified teachers are:

1. Contact the HR office during the months of March and May indicating the predicted number of vacancies for the next school year.
2. Attend New Visions hiring fairs, Central HR and Teacher Finder hiring fairs.
3. Interview candidates early in the school year during the months of March-June.

The strategies used to retain qualified teachers:

1. Meet with teachers at the end of the school year to discuss their abilities and qualities. Express to the teacher his/her teaching qualities and their contributions to the school community and overall student achievement.
2. Provide opportunities for teachers to express their personal life talents by empowering them to host after school programs or initiatives within the school.
3. Provide on-going support through relevant professional development that is essential to their growth as teachers.

Create a professional learning community that speaks to collaboration and common goals.

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).

The following school-wide structures are in place for communication and collaboration with staff:

- Weekly Staff Professional Development on the development of students reading and writing skills.
● To enhance the Writing Across the Curriculum Work the use of a school-wide Google Classroom is used to house students writing documents and other classroom assignments through the establishment of Gmail Accounts for teachers and students.

● Danielson Framework PD is implemented through Peer Observations done by Lead Teachers within each content area

● To enhance the school's literacy instructional initiatives teachers are encouraged to participate in several external Professional Development sessions such as: YPLAN, New Visions A2i and Big History Project; Judith Hochman and Affinity Group - Writing Across the Curriculum PD sessions.

● Content and Grade Team Meetings/Planning (Magic Four, MOSL, Assessment)

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

N/A

4c. “Conceptual” Consolidation of Funds in SWP Schools

**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. 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. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$294,373.00</td>
<td>X</td>
<td>Sections: 5A, pg. 14; 5B, pg. 18; 5C, pg. 22; 7, pg. 48.</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
<td>Sections: 5A, pg. 14; 5B, pg. 18; 5C, pg. 22.</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,164,436.00</td>
<td>X</td>
<td>Sections: 5A, pg. 14; 5B, pg. 18; 5C, pg. 22.</td>
<td></td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from
which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Academy of Innovative Technology High School</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Academy of Innovative Technology High School] will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments; |
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

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**Parental Involvement and School Quality**

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

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

● actively involve and engage parents in the planning, reviewing 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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### Encouraging School-Level Parental Involvement

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

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● supporting or hosting Family Day events;

● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

● encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

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### School-Parent Compact (SPC)

School-Parent Compact (SPC)

[ Academy of Innovative Technology High School], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of
student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

• ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

• ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

• notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

• arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;

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

• Parent involvement team will provide more opportunities for parents to volunteer based on the specifics of the committee; this will include inviting parents to move instructional activities such as student presentations and obtaining feedback from parents with regards to how they could like to be involved in the classroom & curriculum

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

• assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

• sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

• supporting parental involvement activities as requested by parents;

• ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

• advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
</tbody>
</table>
- conceptually consolidated (skip part E below)
- 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): |
|---|---|---|
| Before school | After school | Saturday academy |

Total # of ELLs to be served: ______

| Grades to be served by this program (check all that apply): |
|---|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 |

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

### Begin description here:

Total ELLs: 54 (grade 9-12)
SIFE: n/a
Newcomers: n/a
ELLs SWDs: n/a
Long Term ELLs: n/a

### Part I. Direct Instruction Program

Currently, we have 3 full time ENL Teachers on staff. Our Entering and Emerging ELL students receive 540/360 minutes of ENL support each week that includes one period of stand alone ENL instruction and one period of additional co-teaching services throughout various content classes. Our Transitioning and Expanding ELL students receive 180 minutes of ENL support through integrated ENL. When applicable our Bilingual Paraprofessional services our ELLs- SWDs by providing one on one support along in various content classes, this includes assistance with all testing accommodations as per their IEP. Outside of our ENL direct instruction program our ELL students have the opportunity to participate in college readiness programs that include AP Biology, AP US History, & AP English. Furthermore, ELL students can participate in internships during their 11th and 12th grade years that will give them the job readiness skills needed to accelerate in the CTE career path of their choice upon graduation. Our ENL teachers encourage ELL students to join these programs as they advance on to their post-secondary educational and career paths.

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

All of our ELL students, regardless of proficiency or grade level, are required to attend the MESH Center from October to June two-days a week on Monday & Thursday from 3:07 PM - 5:15 PM to receive academic support. The total # of sessions for MESH is 48 for the school year. The MESH Center is a student driven program that provides academic support and intervention across the curriculum. MESH utilizes both peer and teacher tutors to support the individual academic needs of those who attend. The MESH Center provides instruction in English for all subjects; however, there is one ENL Certified Teacher and one to one peer tutors available for ELL students in their native languages. Our ENL Teacher in MESH is dual-certified in ENL and also Social Studies. He works with ENL students who attend MESH weekly in grades 9-12. Furthermore, the MESH Center resources include the following: computer technology, foreign language dictionaries, and translators.

Students are required to sign in each day to the MESH Center using an electronic attendance form created from Google docs. This document is shared with Content & ENL Teachers who monitor and track the attendance of all ENL students mandated to attend prep.

### Part III. ENL Enrichment

We offer ENL enrichment classes for grades 9-12 at our Saturday Academy (December-January & March-June). The Academy for Algebra, Living Environment, and English Language Arts is held from 9:00 AM to 12:00 PM. All entering and emerging ELLs will be encouraged to attend these Saturday classes. These content certified teachers will work closely with our ENL...
Part B: Direct Instruction Supplemental Program Information

Teachers during our lunch and learn series to create lessons that provide ELLs with access to difficult content through differentiation.

Part IV. Cultural Awareness & Enrichment Program

Our ENL students are also involved in our Title III Cultural Awareness & Enrichment Program where as a group students take bi-monthly field trips promoting cultural and social awareness as well as academic learning. The first event will be a Spanish Heritage Month Celebration that will take place on October 17, 2018, the second trip/event to NYC/Bryant Park will be held on December 19, 2018 and there will be 2 more trips in the Spring (March/April) along with a community service project taking place in May where students will work with the Little Flower Orphanage. The cultural awareness program will culminate in May.

ENL Teachers design the excursions and will encourage learning by helping students make connections, ask questions and experience our ethnically diverse environment. Museums, foreign films, ethnic restaurants, and NYC neighborhood walks are a few of the places where students will be able learn about their community as well as stay connected to one another in order to maintain a sense of community with in our group. All trips/events are carefully planned so that they connect to the topics and units of study being studied within content classes. Before each trip oral discussions will be held that are in direct alignment to the trip along with background information on the destination and purpose of trip/event. After each trip/event a written assignment will be given requiring that students reflect on their experience and make connections to the prior class work activities done before the trip. The teachers will meet with their groups 2-3 times before the trips to give instruction on the topic of each trip and to explain/prepare the students for the project.

In preparation for our Spanish Heritage Month celebration students will complete a research paper on Hispanic leaders and a free choice follow up about a Hispanic hero. During the celebration student work will be displayed in the form of poetry, essay writing and art.

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: 

Below you will find a description of all professional development programs for Title III teachers. Attendance and agendas for each session are kept on file in the Assistant Principal's office. The professional development aligned to Title III is at no cost. The topics we cover throughout the year include literacy strategies for ENL students, writing across the curriculum, and how to support long term ELL & SIFE students. Furthermore, how to differentiate for ENL students in content classes. Our professional development providers are internal and include our Lead ENL Teachers, Literacy Coach, and Assistant Principals. However, we also have our ENL Teachers attending outside PDs sponsored by the Affinity Group.

Part I. ENL Professional Development for Title III Program Teachers
Part C: Professional Development

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

Part II. School Wide Professional Development Plan

School wide professional development takes place each Wednesday from 2:00-3:07 PM for the entire school year. Agendas are all kept on file via Google docs and attendance is taken on a weekly basis. It is the expectation that 100% of our teaching staff attend school wide professional development unless out of the building on a personal/sick day & or other meeting/event. The topics are ongoing work shops that are connected to literacy, data, measure of student learning assessments, and outside presentations (turn-keyed by lead teachers). All school-wide professional development will be facilitated by the Assistant Principal, Literacy Coach, and Lead Teachers from each department.

Part III. Title III External Professional Development Plan

The external professional development plan for Title III Program teachers at our school is ongoing. We have in house workshops but Title III Program teachers also attend outside PDs provided by the Division of English Language Learners, Affinity Group, and New Visions. These PDs will directly impact our ENL students by supporting teachers expanding the types of strategies they can use to improve students reading, writing, speaking, & listening skills and maintain state mandates for ENL instruction. Teachers will turnkey the information to the larger staff - specifically focusing on those teachers involved in our Title III program.

Part D: Parental Engagement Activities

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

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

Begin description here: ____

In order to foster ELLs parent engagement in activities this school year. Parents of ELLs will be invited to participate in events using our phone messenger system and outreach from our Parent Coordinator. All records of events are kept on file in the main office. Each event has a separate sign in sheet that is used to document attendance. Translation needs of parents will be met by the
**Part D: Parental Engagement Activities**

Parent Coordinator or the DOE translation services. We will continue to translate letters into parents’ home language and utilize the translation services provided by the DOE.

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

2. Student Success Center
Through this program we help parents understand the college planning process. The emphasis is on encouraging their child to be the first in their family to attend college, regardless of their immigration status. As well, parents of ELL students will receive information regarding the various services provided by the Student Success Center and Cypress Hills Local Development Corporation.

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

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

5. Franklin K. Lane Campus ENL Meeting/Parent Meet Up (January)
Each November the FKL Campus invites all parents of ENL students to the school for dinner, a presentation on ENL regulations, and break out sessions with Lead ENL Teachers/Staff. There are translators and headphones available at this meeting for those parents who speak languages other than English.

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per session</td>
<td>$7,498- teacher salary</td>
<td>These funds are used to support teacher salaries as well as after school and Saturday tutorial sessions for ENL students.</td>
</tr>
<tr>
<td>Per diem</td>
<td>$4,868- teacher per session</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>High quality staff and curriculum</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
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<td>N/A</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

Principal Meghan Lynch
Assistant Principal Alexandra Stahl
Coach Renee Slater
Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ms. Levystone-ENL
School Counselor Ms. Cooper
Teacher/Subject Area Mr. Headlam, Global
Parent Carla Hollingsworth
Teacher/Subject Area Ms. Weaver, ENL
Parent Coordinator Mr. Martinez
Related-Service Provider Ms. Woodham, Global
Field Support Center Staff Member Jamie Baez
Superintendent Donald Conyers
Other (Name and Title) N/A

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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]</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

| Total number of students in school (excluding pre-K) | 398 |
| Total number of ELLs                                 | 54  |
| ELLs as share of total student population (%)        | 13.57% |

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2011-12)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>TBE</td>
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<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   For our incoming potential ELLs we use the NYSITELL and once placed, our students also take the NYSESLAT. Additionally, we give in class pre-assessments across the four modalities. All content areas, including ENL, have an assessment calendar. From these multiple assessments, we gather data to design our instructional plan. In addition, we will use an online reading assessment to track reading level and growth throughout the year, i.e. Pearson's iLitt ELL.

2. What structures do you have in place to support this effort?
   The structures in place to support this effort are a series of professional development sessions aligned to formative assessment for teachers. Based on the professional development provided, teachers are then required to submit a formal assessment plan, curriculum map, and UBD units articulating how they are using formative assessment practices to support ENL students and differentiate their curriculum. In bi-weekly grade team meetings we discuss our ENL students and their assessment data and progress, and teachers then provide outreach to family members.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   We use data from the NYSTIEL, NYSESLAT, AMAO, and other on-going in-house assessments given by our teachers to evaluate the success of our programs for all of our ENL students. In addition, we use Regents data to identify progress and areas of need for upcoming programs and intervention services.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once summative data has been gathered it is shared with all teachers through professional development. Content area teachers are then required to differentiate their curriculum in order to support ENL students with the necessary scaffolding. As well, ENL students are then programmed for AIS programs like Saturday School, after-school tutoring center, and our specialized advisory program for ENL students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] Not applicable.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
   We use the 8th grade ELA/Math scores to help us understand the needs of students and what structures we can put in place to further support students. We administer the NYSTIEL for incoming students new to the NYC DOE and learn from the results as to which proficiency level class they need to be placed in. We also use the NYSESLAT results to make sure students are programmed correctly and given the needed AIS supports. In addition, we track classroom grades and progress and provide professional development for teachers based on need (vocabulary acquisition differentiation, modifying rubrics, getting to know your students better).

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   In weekly ENL content team meetings we discuss adjustments to our program, then in weekly content team meetings (ELA, History, Science, Math) team members discuss which students need to attend our after school tutoring center and Saturday School.

Part IV: ELL Programming

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.
      Our organizational models include self-contained for Entering and Emerging ENL students. With use a variety of co-teaching models to support our ENL students within ELA classes. Our self-contained classes are one period of ungraded and homogeneously leveled grouped instruction. All the ENL teachers have common planning meetings in order to collaborate with the content areas teachers. During this time teachers discuss how to meet the needs of the ENL students while staying in alignment with the content curriculum. Different models of team teaching are discussed in an effort to come up with what best supports our ELL students, especially for our SIFE and SPED students.
   b. TBE program. If applicable.
      At this time not applicable.
   c. DL program. If applicable.
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)?
   
   According to CR Part 154, students who are at the Entering level receive 540 minutes with an ENL teacher. As for the Emerging students -- they receive 360 minutes, Transitioning students receive 180 minutes, and Expanding students receive 90 minutes. These minutes are delivered in a variety of ways: stand alone and co-teaching.

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

   Content area classes, which are aligned to the Common Core Learning Standards, are delivered in English for one period or two periods differing by grade level and subject. In order to make content comprehensible for our ELL students, content area teachers use translated glossaries, visuals, a smart board, computers and other differentiated means to make content comprehensible. Content area teachers also collaborate with the ENL teachers throughout the school year during our weekly common planning time and during organized in-house professional development in order to plan and implement differentiated lessons. Moreover, due to the high influx of Spanish speaking ELLs, many ELL students have access to Spanish speaking teachers that cultivate their native academic language by providing verbal translations during classroom lessons. Additionally, monolingual teachers of content areas use films with subtitles, audios, and translated texts.

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

   Regents exams, when applicable, are administered to students throughout the year.

5. How do you differentiate instruction for each of the following ELL subgroups?
   
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
   
   a. Instructionally we provide our SIFE students with extra support through our AIS program (specialized advisory program, after-school tutoring center, Saturday test prep). Within our specialized advisory program students receive test taking skills, organizational skills, and social-emotional support to acclimate to high school.

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

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

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

e. As per CR Part 154 our former ELLs receive 90 minutes of ENL/ELA or other core content area classes. Long term ELLs also receive testing modifications, this includes the following mandated testing modifications i.e. extended time, specific sections read up to three times and glossaries made available. We still provide them with supplemental materials in their native language as needed. The ENL teachers offer additional support for Regents preparation.

6. 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?
Within our advisory program we offer extra support to ELL-SWD, which is taught by an ENL teacher. Individualized Education plans are reviewed and teachers cooperatively plan to meet the needs of the students. This includes modified work within the classroom as well as projects, assignments, and tests. Para-professionals/school aides are also designated to specific students and work closely with them throughout the year. All ELL-SWDs who receive mandated counseling attend weekly sessions with grade level guidance counselors and health center therapists if needed. In order to meet the individual needs of all ELL-SWDs our school assigns particular students to the appropriate special education teacher, this teacher will be responsible for providing accommodations and modifications as well as reporting on goals in their IEP. This includes any speech-language therapy or occupational therapy mandated on the IEP. As well, our staff works collaboratively in professional learning communities to ensure the students are receiving the services that they need. This includes monthly pupil personnel team meetings which are held to discuss individual student’s academic progress, social/emotional needs, and recommended evaluations given by teachers, staff, and parents. Lastly, a service grid has been created for Sped teachers to document where/when students are receiving service and this information can also be located in SESIS.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
As stated, we have ICT classes with teachers that are providing additional support in compliance with the student's IEP.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The targeted intervention services that are offered per each content area and per each sub-group consist of content specific after school programs at our MESH (MATH, ENGLISH, SCIENCE, HISTORY) center. Here there are teachers as well as peer tutors who help struggling students as needed. Saturday school is also provided in all subjects. These programs are designated for all subgroups, and are focused on Common Core and Regents preparation and honing in on individual weaknesses.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This coming school year we are seeking to implement Pearson's iLITT ELL online reading program. The program tests students' reading ability and offers independent reading that is aligned to our student's reading level. In addition, we are re-programming our 9th grade elective class (Project Based Learning), taught by an ENL teacher, to make sure that ELL receive extra literacy instruction.

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ENL students are invited to participate in all aspects of the academic and social life at AoIT. All informational documents and flyers are translated into the student’s Native language. We have a variety of sports teams including baseball, volleyball, soccer, tennis, cricket, bowling, and track and field. Additionally, theatrical arts, academic clubs including the MESH center, are offered as well. Our students are given equal access to all after-school academic programs and Saturday regents prep classes. Students are invited to all school-wide field trips and participate in talent shows, college-visits and fairs, and cultural celebrations. In addition, new 9th grade ENLs are invited to our Summer Bridge Program in July.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   Translated glossaries, dictionaries and to the degree possible text books in their Native language. Additionally, we use curriculum designed specifically for ENL’s according to their proficiency levels. Many of our classrooms have access to SmartBoards, and we have been granted a laptop cart with several computers which we utilize during the self-contained ENL and PBL classes. Entering and Emerging ENLs receive tablets that can be used in content-area classes that help them translate and access higher-level academic language.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Native language support is delivered as needed in our program through the use of bilingual dictionaries, peer tutoring, computers, and translated content materials.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   The required services and support for our ENL students are met through ensuring that, regardless of ages and grade levels the students receive their mandated minutes based on their proficiency levels, through self-contained and co-teaching classes.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   On our campus we run a campus-wide ENL family night, located in the library -- which is shared space. Schools come together to inform parents about credit and Regents requirements, state-mandates, proficiency level, the NYSESLAT test dates, and college.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   During the summer, newly enrolled ELLs’ are invited to join our Summer Bridge program. This is a high school introductory program where students receive academic instruction in ELA and Math. The students also go on trips and become acclimated with the school environment.

17. What language electives are offered to ELLs?
   Currently, Spanish and French are the electives offered to all of students, including our English Language Learners.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   We do not currently have a Dual Language Program.
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 and non-pedagogic staff.) 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?

   1. The professional development plan for all ELL personnel at our school is ongoing. We have in house workshops and also attend outside PDs provided by the Division of English Language Learners, and New Visions. The information is then turned keyed by one or more of the ENL teachers to our staff. We visited Showcase Schools across the city, and as two of our ENL teachers are NYC DOE Teacher Leaders, we receive training in how to facilitate teacher teams and turnkey strategies.
   2. The ENL department engaged in a Problem of Practice around improving reading comprehension and writing skills, at the end of the year we led a whole-staff PD around our findings and presenting student work and modeling vocabulary development strategies that help ENL students. In addition, the ENL department monthly "Lunch and Learns" that addressed the needs of teachers when it came to supporting their ENL students. The ENL department also led a whole-staff PD around "getting to know" our ENL students better using data from the EDAT.

2. 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 track our whole staff ENL PDs via agenda and calendar dates, teachers who receive outside PD that supports our ENL students keep track of their own CTLE hours.

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?

   This year our ENL team attended a PTSA meeting to welcome new parents and encourage parental involvement. At our PTSA meetings we have our parent coordinator there that is able to translate for Spanish speakers. In addition, teachers reach out to parents throughout the year to have one-on-one meetings as needed.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   At our school we have PTSA (Parent Teacher Student Association) which organizes various events and gatherings in which all parents are invited. Phone calls and invites by mail are sent home to ENL parents. In September we offer a Fall Curriculum Night, we host a mid-year whole campus ENL family night, and in the Spring we have the Family Fun day.

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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Meghan Lynch, Principal, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Meghan Lynch</td>
<td>Principal</td>
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<tr>
<td>Alexandra Stahl</td>
<td>Assistant Principal</td>
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<td>06/26/2018</td>
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<tr>
<td>Eduardo Martinez</td>
<td>Parent Coordinator</td>
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<td>06/26/2018</td>
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<tr>
<td>Asia Levystone</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Carla Hollingsworth</td>
<td>Parent</td>
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<td>06/26/2018</td>
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<tr>
<td>Dayna Weaver/ENL</td>
<td>Teacher/Subject Area</td>
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<td>06/26/2018</td>
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<tr>
<td>Michelle King/ELA</td>
<td>Teacher/Subject Area</td>
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<td>06/26/2018</td>
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<tr>
<td>Renee Slater</td>
<td>Coach</td>
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<td>06/26/2018</td>
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<tr>
<td>Mary Kate Cooper</td>
<td>School Counselor</td>
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<td>06/26/2018</td>
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<tr>
<td>Donald Conyers</td>
<td>Superintendent</td>
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<td>06/26/2018</td>
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<tr>
<td>Jamie Baez</td>
<td>Field Support Center Staff Member</td>
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<td>06/26/2018</td>
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<tr>
<td>Elisabeth Ventimiglia</td>
<td>Other <strong>Programmer</strong></td>
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<td>Other</td>
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The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Eduardo</td>
<td>Martinez</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>No- will assist with revisions in Fall 2018</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The data and methodologies used to assess our school’s written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand are as follows:

1. Each year the Parent Coordinator analyzes the data obtained through our ATS reports regarding the home language of all students at AoIT. Based on this data we assess the needs of our students in order to obtain the proper written and oral interpretation resources. If applicable we will use on site support service. However, we will out source to DOE approved vendors if need be.

2. Each year the ENL Department administers the Home Language Survey to all new incoming students to obtain the necessary information regarding their home language. This data is passed on to both our School Support Staff...
and Administrative Team. Based on the needs of our new students we determine what resources we may need in correlation with written translation and oral interpretation services.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
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<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</thead>
<tbody>
<tr>
<td>English, Spanish, Bengali</td>
<td></td>
<td>90% English, 10% Spanish, 2% Bengali</td>
<td>English, Spanish, Bengali</td>
<td>90% English, 10% Spanish, 2% Bengali</td>
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</table>

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

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

2. This current school year there was an increase in Parents who speak Spanish as their Native Language. Therefore, additional written translation and oral interpretation will be needed for the Fall & Spring Parent/Teacher Conferences and additional support for teachers when calling Parents and sending home letters in the mail.
3. Overall, most written translation and oral interpretation can be done in house or throughout the Franklin K. Lane Educational Campus where we share translation services with the four schools on our Campus (Brooklyn Lab, Cypress Hills, Multi Cultural High School). Furthermore, Multi Cultural High School provides in house Chinese, Bangali, and Japanese translation services that can be easily accessed when needed and are used periodically throughout the school year to support our Chinese/Japanese student population. For translations other than Spanish like Urdu or Punjabi, we reach out to the translation services.

| N/A | N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A | N/A |

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following documents are disseminated at our school year that require translation are as follows:</td>
<td>Ongoing throughout the year and monthly for parent newsletter/calendar.</td>
<td>Parent Coordinator and Guidance Counselor/Social Worker translate all materials.</td>
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</table>
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, when they will occur, and plans to provide interpretation at those meetings.

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<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>The formal face to face meetings at your school that typically happen with parents are as follows:</td>
<td>Ongoing throughout the school year.</td>
<td>Parent Coordinator, Guidance Counselor, and Social Worker provide translation services (additional teachers if necessary).</td>
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1. Welcome new students/ Parents Meet Ups
2. Curriculum Night (September 30)
3. Senior Parent Meeting (September 30)
4. PTSA Meetings (monthly)
5. SLT Meetings (monthly)
6. Student Led Conference #1 (November)
7. Winter Show (December)
8. Student Awards (February)
9. Student Led Conference #2 (March)

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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Our Parent Coordinator will send telephone messages to all parents in both English and Spanish. As well, outreach to other schools on Campus for Bengali translations will support us with reaching out to that small population of students. Furthermore, for the upcoming school year we are researching a text message system that will allow us to text all parents in their native language in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our school will ensure that all staff members are aware of Chancellor’s Regulations A-663 and the resources that are available to meet compliance through staff professional development at the start of the year. This includes reviewing the regulations and also understanding the needs to all ELL students in our school community. Staff PD is led by our Lead PCT ENL teacher and Model ENL Teacher during who staff PD.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

In order to gather feedback from Parents ENL teachers invite parents to all cultural celebrations, PTSA, Fun Run, and the end of the year pot luck celebration. Additionally, at Welcome Back night we ask parents to come in and meet the ENL department and here the staff informally gathers information on the home language. The Parent Coordinator meets with Parents each month at our PTSA meeting and will present Parents with a brief survey in December and then again in May to gather feedback. As well, the ENL Team/Department will meet with Parents during Curriculum Night and Student Led Conferences (November/March) again familiarizing themselves with the needs of families. At this time the ENL Department will have Parents complete a brief survey regarding the quality of the translation and interpretation services given to parents at AoIT.

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