



# **HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 20K485**  
**ADDRESS: 350 67 STREET**  
**TELEPHONE: 718-759-3400**  
**FAX: 718-759-3490**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 20k485      **SCHOOL NAME:** H.S. of Telecommunication Arts and Technology

**SCHOOL ADDRESS:** 350 67 Street, Brooklyn, NY 11231

**SCHOOL TELEPHONE:** 718-759-3400      **FAX:** 718-759-3490

**SCHOOL CONTACT PERSON:** Ms. Xhenete Shepard      **EMAIL ADDRESS:** xshepard@schoos.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Xhenete Shepard

**PRINCIPAL:** Philip Weinberg

**UFT CHAPTER LEADER:** Danielle Longyear

**PARENTS' ASSOCIATION PRESIDENT:** Venus K. Smith

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Sarah Weiss

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** New Visions Team 21

**NETWORK LEADER:** Janet Price

**SUPERINTENDENT:** Linda Waite

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Philip Weinberg	*Principal or Designee	
Danielle Longyear	*UFT Chapter Chairperson or Designee	
Venus K. Smith	*PA/PTA President or Designated Co-President	
Christine Sullivan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Sarah Weiss Matthew Alfieri	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Xhenete Shepard	Member/	
Laura Garrity	Member/	
Erika Nauman	Member/	
Jessica Rhoades	Member/	
Arthur Everett	Member/	
Peter Turner	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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HSTAT is a public high school in the Bay Ridge neighborhood of Brooklyn serving over 1200 students. Our vision is the continuing quest for academic and technological excellence. We see our school as a place where everyone is involved in life-long learning. We believe that all students can learn. Our objective is to prepare all students for college and post-graduate success. Our focus is to develop the critical thinking process that will enable students to make wise choices in their academic as well as their personal lives. We offer students the most rigorous programs possible for the full four years of their high school career. By example, we teach the value of service and caring, and encourage the full expression of each student's talents.

Our programs include Advanced Placement classes, a College Now program and literacy support. Our Ninth and Tenth Grade Initiatives provide students with small learning communities. Our Instructional Support department offers CTT and integrated classes. We offer a range of electives including computer languages, photography, online journalism, forensics, drama workshop, and chorus as well as a full athletic program.

HSTAT has recently undergone extensive renovation with the addition of a new wing of classrooms and a theatre quality auditorium. We collaborate with several community based organizations including the Theatre Development Fund in which participating students see Broadway shows and interact with playwrights and stage actors as well as New York Theatre Workshop. Through Hunter College, we participate in the American Social History Project in which History and English teachers are given professional development on how to align the two disciplines. We have an active Red Cross Club that fundraises to support deserving charities around the country. These partnerships and our academic programs help us achieve our school wide goal: to foster a committed learning community united by the desire to create a rigorous, yet supportive educational environment.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>School Name:</b>	High School of Telecommunication Arts and Technol						
<b>District:</b>	20	<b>DBN:</b>	20K485	<b>School BEDS Code:</b>	332000011485		
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	3	7	11	√	√	
K	4		8	12	√	Ungraded	
1	5		9	√			
2		6	10		√		
<b>Enrollment</b>	<b>Attendance - % of days students attended:</b>						
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
Pre-K	0	0	0	89.8	90.2		TBD
Kindergarten						0	
Grade 1	0		0	0			<b>Student Stability - % of Enrollment:</b>
Grade 2	0	0	0	2007-08	2008-09	2009-10	(As of June 30)
Grade 3	0	0	0	98.5	98.8		TBD
Grade 4		0		0		0	
Grade 5	0		0	0			<b>Poverty Rate - % of Enrollment:</b>
Grade 6	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
Grade 7	0	0	0	66.5	67.4		79.7
Grade 8		0		0		0	
Grade 9	429		433	421			<b>Students in Temporary Housing - Total Number:</b>
Grade 10	387	379	412	2007-08	2008-09	2009-10	(As of June 30)
Grade 11	224	230	234	2	8		TBD
Grade 12		204		212		224	
Ungraded	4		1	0			<b>Recent Immigrants - Total Number:</b>
Total	1248	1255	1291	2007-08	2008-09	2009-10	(As of October 31)
14		10			0		
<b>Special Education Enrollment:</b>	<b>Suspensions (OSYD Reporting) - Total Number:</b>						
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of June 30)
# in Self-Contained Classes	69	51	55	8	30	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	60	69	76	7	4	TBD	Superintendent Suspensions
Number all others		67		84		89	
These students are included in the enrollment information				<b>Special High School Programs - Total Number:</b>			

<i>above.</i>							
2007-08		2008-09		2009-10		<i>(As of October 31)</i>	
N/A		0		0		CTE Program Participants	
0	0		0			Early College HS Program Participants	
						<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>	
<i>(As of October 31)</i>		2007-08		2008-09		2009-10	
# in Transitional Bilingual Classes	0		0		0		<b>Number of Staff - Includes all full-time staff:</b>
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	<i>(As of October 31)</i>
# receiving ESL services only	53	49	55	78	79	TBD	Number of Teachers

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

**The ninth and tenth grade small learning communities have helped to promote student success. The sophomore small learning community is in its first years, and is proving to be on its way to fostering as much success as the ninth grade program.**

**We observed that 9<sup>th</sup> grade science students were not as successful as they could be, and that not enough upper-level students were earning the lab time necessary to sit for the regents so we restructured science curriculum to best address the needs of all students.**

**We have implemented the use of an online grade book which parents are encouraged to access regularly in order to improve parent involvement, and to keep parents/guardians informed of their respective children's progress.**

**ELA Regents scores have remained about the same for the last few years. We are looking forward to the new regents in order to discern the best way to prepare students for the new ELA Regents.**

**After a line item review of the short answer questions on the Global Regents, we observed that students did well on the short answers but found were not as successful at integrating their short answers to the essay.**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

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- 1. Align instruction to performance standards for new ELA exam**
- 2. Decrease number of students who are ineligible to sit for science exams**
- 3. To raise June 2011 regents score in Global History**
- 4. To improve IEP students’ success rate in Math and Science**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ol style="list-style-type: none"> <li>1. <b>Align instruction to performance standards for new ELA exam</b></li> <li>2. <b>Decrease number of students who are ineligible to sit for science exams</b></li> <li>3. <b>To raise June 2011 regents score in Global History</b></li> <li>4. <b>To improve IEP students’ success rates in Math and Science</b></li> </ol>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. <b>Inquiry teams will work on item analysis of new exam and develop classroom strategies</b></li> <li>2. <b>Restructure science courses to address lab needs</b></li> <li>3. <b>Scaffold the writing process 9-12, working on reading and comprehension</b></li> <li>4. <b>Professional Development on differentiation</b></li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Per session to support all inquiry work, writing and planning, design of instruction, and design of PD. OTPS needed to support various initiatives.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Inquiry teams will assess progress regularly. Assess passing rates in Regents Science courses. Assign practice regents exams to assess students’ progress. Evaluate how teachers incorporate differentiation strategies learned in PD to classroom teaching</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	50	70	n/a	65				
10	50	53	25	41				
11	25	7	25	99				
12	25	4	25	30				

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Ninth and tenth grade literacy classes with reduced class size. After school and Saturday tutoring. Eleventh grade writing support classes with reduced class size. ELL Tutoring</b>
<b>Mathematics:</b>	<b>An additional support math class for ninth grade students. After school and Saturday tutoring. ELL tutoring in content area</b>
<b>Science:</b>	<b>After school and Saturday Tutoring. Review science courses ELL tutoring in content area</b>
<b>Social Studies:</b>	<b>Reduced size classrooms with modified curriculum After school and Saturday Tutoring ELL tutoring in content area</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>One-to-one counseling, group counseling, crisis intervention, anger management counseling, conflict mediation, pre-suspension conferences, and support groups: Breakthrough, Blueprint, and Bereavement group</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Mandated services</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>One-to-one counseling</b>
<b>At-risk Health-related Services:</b>	<b>HIV-AIDs lessons, condom distribution, health services</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 9,10,11,12      Number of Students to be Served: 73      LEP             Non-LEP       

Number of Teachers 1      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: 20K485 BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	14999	<b>299 hours of per session for ELL tutoring in each of the core subjects</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	<b>N/A</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	<b>N/A</b>
<b>Educational Software (Object Code 199)</b>	0	<b>N/A</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	14999	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your 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.

**We use staff to translate important notices so that all parents are informed. We have in house translators during open school evening and afternoon.**

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

**The majority of our students' families require Spanish translation and oral interpretation. Recently, we've noticed a greater need for translation and oral interpretation in Arabic, Cantonese, and Mandarin and have taken measures to accommodate those families.**

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**We engender the use of in-house staff and parent volunteers to ensure that parents receive school information.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**On open school evening and afternoon, we have translators in house waiting to be called to classrooms. We also have staff who will translate during scheduled regular school day conferences with parents**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**Parents are notified of the Bill of Rights and interpretation services in Parent Orientation and when visiting the Parent Coordinator's office. The Parent Coordinator has copies of these documents in all languages, as well as an accessible method of determining the native language of the parents of ELLs. These documents are also available in our ELL Counselor's office**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	918,226	409,814	1,328,040
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,182	4,098	13,280
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	45,911	*	
4. Enter the anticipated 10% set-aside for Professional Development:	91,822	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_4%\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
**Teachers who were not highly qualified in their respective subject areas were directed to complete the coursework that would make them highly qualified in their respective subject areas.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Title I School-Parent Involvement Policy 2010-2011**

### **Part I: General Expectations:**

**HSTAT will make all information about the federal grant Title I available to all parents. Parents will be invited to participate in the process of allocating these funds to establish programs that service students in need. It is understood that all Title I monies must be used to supplement not replace required academic programs.**

## **Part II; Description of how the school will implement the required School Parental Involvement policy components**

- 1. The High School of Telecommunication Arts and Technology (HSTAT) will take the following actions to involve parents in the joint development of the district Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Plans of the ESEA**
  - **Parental will serve on the committee to write the school CEP.**
  - **Parents on the School Leadership Team will form a subcommittee to develop a Parent Involvement Policy.**
  - **The PTA Executive Board will review and comment on the policy..**
  - **Notification of the policy will be made to the general body of the PTA.**
  
- 2. HSTAT will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School improvement of the ESEA.**
  - **Parents serving on the CEP committer will review school report card and statistics, sharing information with the general body of the PTA**
  - **PTA executive board will meet with the principal to review progress in CEP action plans.**
  
- 3. HSTAT will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies under the following other programs**

<b>Small Learning Communities</b>	<b>Title III</b>
<b>Title I translation Services</b>	<b>IDEA</b>
  
- 4. HSTAT will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with Particular attention to parents who area economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background. The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies forbore effective parental involvement and to revise, if necessary and with the involvement of parents) its parental involvement policies.**
  - **Parental involvement materials will be translated into other languages as needed**

- A list of translators (including staff and students) will be made available in each office so that parents visiting the building can be properly served.
  - A PASS –parents and staff to take a “snapshot” of the building and classes will conduct type review
5. **HSTAT will build the parent’s capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve the student academic performance through the following activities specifically described below.**
- A parent resource library will be set up within the school
  - A website will keep parents informed of daily homework assignments and grades
  - Daily notice of non-attendance will be made via phone contact
  - Academic warning letters with specific remedies will be mailed to parents six times a year.
  - CBOs will be invited to address parent groups on topics such as health care, immigration etc.
  - Voicemail and email contact will be provided to parents for all teachers
  - Workshops on college and financial aid will be held for parents
6. **HSTAT will provide materials and training to help parents work with their children to improve their children’s academic achievement.**
- Parent training in Math A will be offered
  - Parent training in conflict mediation will be offered
  - ESL and GED courses for adults will be offered
  - Family literacy training will be offered.
  - A parent book club to study literature used in classes will be held
  - Social workers and psychologists will offer training in communication skills
  - A library orientation will be held
7. **HSTAT will, with the assistance of the district and parents, educate its teachers, pupil personnel services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners in the value and utility of contributions of parents and how to implement and coordinate parent programs and build better ties between parents and school.**
- Parents and staff will be notified of training sessions offered by the district on the above-mentioned topics
  - HSTAT will devote professional development time to techniques for parental outreach.
  - HSTAT will pay per session and per diem costs for coverages for teachers to attend training sessions in parental involvement.

8. HSTAT will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable in a language the parents can understand.
- Postcards will be mailed two weeks in advance of PTA meetings to all parents
  - The Parent Coordinator will be available to meet with any parent visitors to the building
  - The Parent coordinator will distribute by mail a monthly newsletter.
  - HSTAT will inform parents of upcoming events

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**See needs assessment on pg**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

**We provide opportunities for all students to meet and exceed state standards by offering weekday and weekend tutoring. An enriched curriculum that focuses on building study skills to support academic growth is reviewed and revised regularly. We will continue to develop our bridge program for incoming freshmen which helps prepare newly graduated 8<sup>th</sup> graders for High School. HSTAT designs programs to target our struggling students such as writing skills, literacy, and numeracy classes. To**

**challenge our high achieving students, we offer after school classes: Art History, Science Honors, and Photography. Students' extracurricular talents are shaped through Theatre and Chorus. We will use supplemental funds to run an SAT Prep class which helps low-income students receive training that they otherwise would not. We support in-house groups like BreakThrough, targeting male students who have struggled with academics and behavior, and a group for senior girls who need extra support to pass essential exams and courses. We will try to build career awareness through our guidance office.**

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.  
**Offer each teacher the opportunity to become highly qualified.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**We have school wide inquiry teams assessing and sharing educational plans. Tutoring is offered to students on Saturdays and weekdays. Each parent has access to student grades, progress, and teachers.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**The Principal sends the AP supervisions to job fairs.**
6. Strategies to increase parental involvement through means such as family literacy services.  
**Regular postcards and mailings go out aimed at keeping parents informed about school activities. The parent coordinator reaches out to parents via a newsletter, and regular emails.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
**N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
**Inquiry work where teachers review student work and create assessments**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
**Regular PD on differentiated instruction. Grade advisors reach to students regularly. Parents are regularly notified when children are in danger of failing courses.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**We have regular HIV/AIDS lessons. We partner with theater groups who give workshops paired with play viewings.**

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			771,309	✓	12,13,16
Title I, Part A (ARRA)	Federal	✓			405,718	✓	12,13,16
Title II, Part A	Federal	✓				✓	

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓				✓	17
Title IV	Federal		✓				
IDEA	Federal	✓			273,852	✓	12,13,16,
Tax Levy	Local	✓			5391076	✓	12,13,16

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. **We use Title I monies to fund our tutoring programs and support classes. We provide opportunities for all students to meet and exceed state standards by offering weekday and weekend tutoring. An enriched curriculum that focuses on building study skills to support academic growth is reviewed and revised regularly. We will continue to develop our bridge program for incoming freshmen which helps prepare newly graduated 8<sup>th</sup> graders for High School. HSTAT designs programs to target our struggling students such as writing skills, literacy, and numeracy classes. To challenge our high achieving students, we offer after school classes: Art History, Science Honors, and Photography. Students' extracurricular talents are shaped through Theatre and Chorus. We will use supplemental funds to run an SAT Prep class which helps low-income students receive training that they otherwise would not. We support in-house groups like BreakThrough, targeting male students who have struggled with academics and behavior, and a group for senior girls who need extra support to pass essential exams and courses. We will try to build career awareness through our guidance office.**
3. Ensure that planning for students served under this program is incorporated into existing school planning.  
**A literacy coordinator oversees the curriculum developed for the bottom third. Teachers are asked to modify all lesson plans so that our struggling students are reached.**
4. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;**We provide opportunities for all students to meet and exceed state standards by offering weekday and weekend tutoring. An enriched curriculum that focuses on building study skills to support academic growth is reviewed and revised regularly. We will continue to develop our bridge program for incoming freshmen which helps prepare newly graduated 8<sup>th</sup> graders for High School. HSTAT designs programs to target our struggling students such as writing skills, literacy, and numeracy classes. To challenge**

**our high achieving students, we offer after school classes: Art History, Science Honors, and Photography. Students' extracurricular talents are shaped through Theatre and Chorus. We will use supplemental funds to run an SAT Prep class which helps low-income students receive training that they otherwise would not. We support in-house groups like BreakThrough, targeting male students who have struggled with academics and behavior, and a group for senior girls who need extra support to pass essential exams and courses. We will try to build career awareness through our guidance office.**

5. Coordinate with and support the regular educational program;  
**See part C-2**
  
6. Provide instruction by highly qualified teachers;  
**We provide Title I funds to staff who need coursework to become highly qualified.**
  
7. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
**Our Assistant Principals and our inquiry teams develop thoughtful professional development. Each teacher in our school is engaged in different inquiry work. We share out observations monthly, and develop and implement an action plan.**
  
8. Provide strategies to increase parental involvement; and  
**The parents and students on the School Leadership Team will attempt to increase parental involvement by working to increase PTA membership by means of collecting email, hosting social gatherings, and translating all postcards and newsletters into the different languages spoken by the parents in our school. We also have adopted a school-wide gradebook where parents can securely review their child's progress and communicate with teachers.**
  
9. Coordinate and integrate Federal, State and local services and programs.

**Free Breakfast  
Universal Lunch program  
Mediation  
Violence prevention workshops  
Gender-based counseling group  
Fifth year employability program**

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.) **3**
2. Please describe the services you are planning to provide to the STH population.  
**Our counselors have made outreach to all of the students in temporary housing. We have established protocols for a regular check in with the students to ensure the overall academic and social health of the children.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	High School of Telecommunication Arts and Technol					
<b>District:</b>	20	<b>DBN:</b>	20K485	<b>School</b>	332000011485	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.8	90.2	91.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	433	421	418				
Grade 10	379	412	382				
Grade 11	230	234	255				
Grade 12	212	224	242				
Ungraded	1	0	0				
<b>Total</b>	<b>1255</b>	<b>1291</b>	<b>1297</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.5	98.8	99.0

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	66.5	79.7	79.7

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	8	2

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	14	10	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	51	55	44	Principal Suspensions	8	30	52
# in Collaborative Team Teaching (CTT) Classes	69	76	108	Superintendent Suspensions	7	4	10
Number all others	84	89	93				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	78	79	79
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	32	32	21
# receiving ESL services only	49	55	TBD	Number of Educational Paraprofessionals	3	3	12
# ELLs with IEPs	12	31	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	40	48	143	% fully licensed & permanently assigned to this school	100.0	100.0	98.7
				% more than 2 years teaching in this school	67.9	72.0	69.6
				% more than 5 years teaching anywhere	44.4	46.3	46.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	76.0	83.5
American Indian or Alaska Native	0.5	0.4	0.5	% core classes taught by "highly qualified" teachers	89.7	88.1	87.4
Black or African American	11.8	10.7	10.3				
Hispanic or Latino	52.8	53.7	54.8				
Asian or Native Hawaiian/Other Pacific	18.2	18.7	18.4				
White	16.5	16.0	15.9				
<b>Male</b>	55.0	55.4	53.8				
<b>Female</b>	45.0	44.6	46.2				

#### 2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-Title							
Years the School				2007-08	2008-09	2009-10	2010-11	
				v	v	v	v	

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,						
-----------------------------	--	---------	--	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	78
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				v	v	
Multiracial						
Students with Disabilities				X	v	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>6</b>	<b>7</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	NR			
<b>Overall Score:</b>	77.4	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	11.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	19.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	39.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	6					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>New Visions</b>	District <b>20</b>	School Number <b>485</b>	School Name <b>HS of Telecomm Arts</b>
Principal <b>Philip Weinberg</b>		Assistant Principal <b>David De Martini</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Sarah McNeal/ELA</b>		Guidance Counselor <b>Jeannette Martinez</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Patricia Battaglia</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Barbara Yarshevitz</b>	
Related Service Provider <b>Susan Justice</b>		Other <b>type here</b>	
Network Leader <b>Janet Price</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1334</b>	Total Number of ELLs	<b>73</b>	ELLs as Share of Total Student Population (%)	<b>5.47%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

- Students new to the NYC school system are administered the HLIS survey by the ESL teacher, ESL guidance counselor or Assistant Principal. Based on the results of that interview, students will be administered the Language Assessment Battery. Based on this score, a student may be placed in ESL classes. Prior to school's commencement, the ESL teacher and guidance counselor and the Assistant Principal of ESL review students' scores on the NYSESLAT and program students for the appropriate number of ESL courses. Students who have been designated "Beginner" receive three ESL classes; those who score "Intermediate" receive two classes; and those who score "Advanced" are programmed for one ESL class. Students who score "Proficient" may be given a support class, designed to help them to improve their reading and writing skills in preparation for college.
- Upon intake, parents are invited to the Parent Orientation, are advised of the ELL programs available at our school and of the programs available at other schools in our district. Parents who do not respond to invitations to our ELL Parent Orientation are contacted in their native language by phone (through DOE translation services) by the Parent Coordinator. Parents are advised that HSTAT currently only offers a Freestanding ESL program, and of the schools that offer alternative programs. given pamphlets in their native language (from the EPIC toolkit) that describe the different program choices.
- Entitlement letters, in both English and in students' home language, are distributed through ESL classes for students who are entitled, and through the Assistant Principal and Parent Coordinator for students who are not. Parent survey and program selection forms are distributed at intake and during Parent Orientation. Parents who do not attend are contacted by the Parent Coordinator.
- Students are placed in our ESL program based on NYSESLAT scores and in consultation with the ESL teacher, ESL guidance counselor and parents.
- Most parents choose Freestanding ESL .
- The program models are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	26
SIFE	14	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	9	0	36	11	9	28	1	16	73
Total	9	9	0	36	11	9	28	1	16	73

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_ Asian: \_\_\_\_\_ Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										19	17	12	14	62
Chinese											2			2
Russian														0
Bengali														0
Urdu														0
Arabic										3	1		1	5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish											1			1
Albanian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										2	1			3
<b>TOTAL</b>	<b>0</b>	<b>24</b>	<b>22</b>	<b>12</b>	<b>15</b>	<b>73</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1a. Self-contained.

1b. Heterogeneous groupings

2. One guidance counselor programs students for mainstream ESL classes, and two guidance counselors serve ESL students with IEPs. Each year, counselors are given the most recent results for the NYSESLAT exam, and program students accordingly. Beginner ESL students receive 3 ESL classes per day; Intermediate students receive two classes per day, advanced and transitional students receive one ESL class per day. Sophomores and juniors are programmed for a college writing/ELA prep course.

3. Content areas are delivered in English. Teachers confer with ESL teacher and bilingual grade advisor to discuss student progress. Content teachers regularly meet with ESL teacher to discuss lesson modifications and strategies to make content comprehensible to ELLs.

4a. SIFE students are given a reading and writing assessment upon intake. If students are in need, they may be programmed for a literacy class in addition to their ESL classes. SIFE students are also referred to their guidance counselor to assess their individual needs, to determine if support services are warranted.

4b. ELLs in school for less than three years receive three ESL classes per day designed to accelerate their academic reading, writing, listening, and speaking skills. Beginner students meet regularly with ESL teacher for targeted tutoring in content-areas.

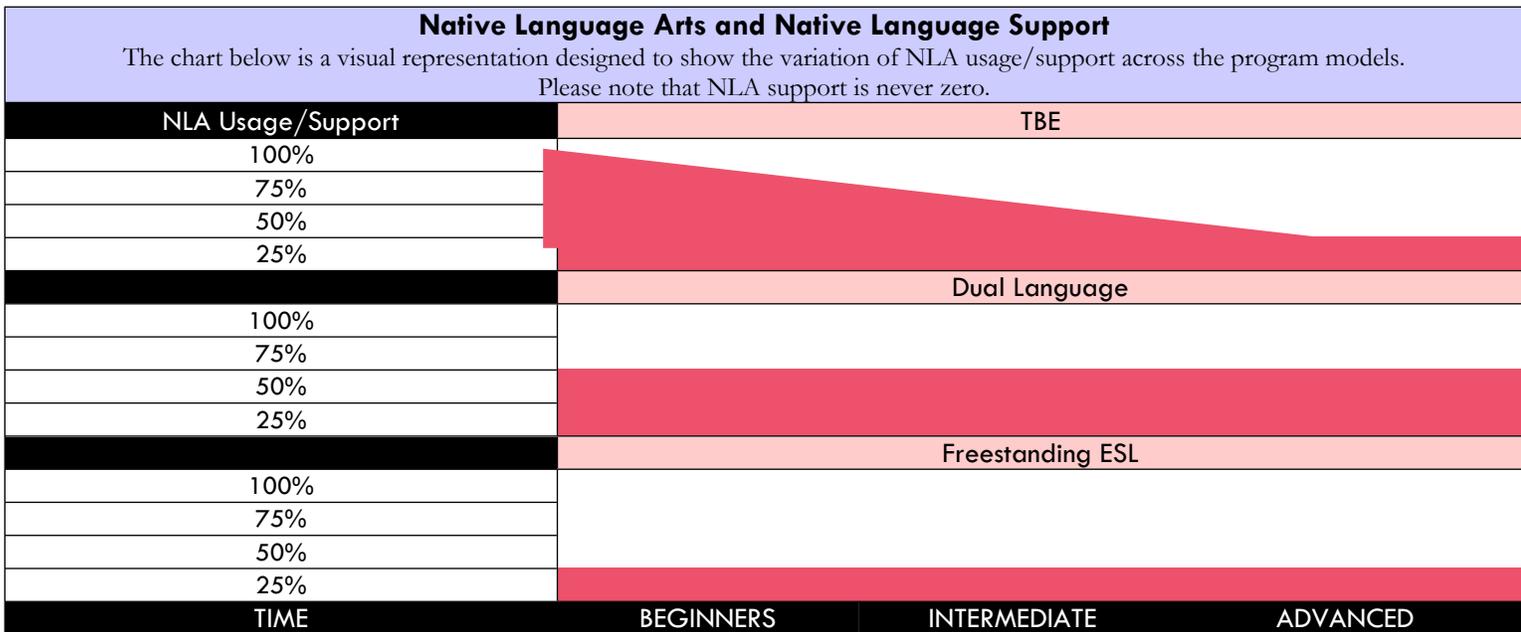
c. ELLs receiving service for 4-6 years receive the mandated number of ESL classes based on their proficiency level. Instruction focuses on development of academic reading and writing skills. Students routinely conference with bilingual grade advisor and attend scheduled tutoring/conferences with ESL teacher.

d. Long-term ELLs receive the mandated number of ESL classes based on their proficiency level. Students regularly meet with ESL teacher during lunch periods for targeted tutoring. ESL classes are designed to further develop literacy and writing skills.

e. ELLs with special needs receive the mandated number of ESL classes and are assisted by bilingual para-professionals in their classes.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Our targeted intervention plan for ELLs in the content areas is to designate specific teachers in each grade level as the teacher for social studies, ELA and science for which ELLs will be programmed. These teachers will receive professional development training through our ESL teacher and through outside workshops, such as QTEL.
6. Our plan for continuing transitional support is to program students for an ESL college writing/ELA prep class for one year. Students also attend after-school tutoring with ESL teacher and content teachers.
7. We plan to expand our Title III tutoring program and plan to send content and ESL teacher to professional development sessions on delivering content to ELLs. We are also working with our programming office on a proposed plan to block 9th and 10th grade ELLs in content classes.
8. No services will be discontinued.
9. Tutoring in all content areas is available for ELLs four times per week. In addition, ELLs attend targeted tutoring session run by our ESL teacher in collaboration with content teachers for one hour four times per week.
10. A variety of instructional materials are used including: novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, songs
11. Spanish speaking students are programmed for Spanish language classes based on their level of proficiency.
12. Required services support and correspond to ELL's ages and grade levels.
13. Newly enrolled ELLs attend an orientation run by our ESL teacher and bilingual grade advisor in the spring before their admittance in the fall. During this orientation, students are interviewed and a writing sample is obtained to assist in programming for the fall semester. All students attend orientation on the first day of the semester.
14. Spanish and Italian language electives are offered to ELLs.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Our ESL teacher attends professional development sessions through Kingsborough Community College's College Now program.
2. All 9<sup>th</sup> grade students are provided support through the 9<sup>th</sup> Grade Initiative. In this program, teachers collaborate to design units and lessons in the beginning of the school year that focus on the different expectations that teachers have for high school students.
3. Teachers receive professional development on the three designated days in the school year. These days focus on looking at student work and differentiating instruction to meet students' needs. Particular attention is paid to ELL students and students with other special needs. This year, we hope to expand professional development by sending teachers to QTEL workshops, and "turn-keying" the strategies they learn to the rest of the staff.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. All parents are invited to a Parent Orientation at the beginning of their child's career at HSTAT. HSTAT also does outreach through PupilPath, our online grading system. Our Parent Coordinator routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 9<sup>th</sup> grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year.
2. We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents.
3. Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, and by contacting our guidance counselors and Parent Coordinator.
4. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									3	0	0	1	4
Intermediate(I)										14	10	5	6	35
Advanced (A)										7	9	7	5	28
Total	0	0	0	0	0	0	0	0	0	24	19	12	12	67

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										1	0	0	0
	I										0	0	0	0
	A										8	5	1	5
	P										14	14	11	6
READING/WRITING	B										3	0	0	1
	I										13	10	5	5

	<b>A</b>										7	7	7	5
	<b>P</b>										0	2	0	0

<b>NYS ELA</b>														
<b>Grade</b>		<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>				
3														0
4														0
5														0
6														0
7														0
8														0
NYSAA Bilingual Spe Ed														0

<b>NYS Math</b>										
<b>Grade</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>	
	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>		
3										0
4										0
5										0
6										0
7										0
8										0
NYSAA Bilingual Spe Ed										0

<b>NYS Science</b>										
	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>	
	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>		
4										0
8										0
NYSAA Bilingual Spe Ed										0

<b>NYS Social Studies</b>										
	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>	
	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>		
5										0
8										0
NYSAA Bilingual Spe Ed										0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	14	0	10	0
Math <u>ALGEBRA</u>	31	0	15	0
Math <u>GEOMETRY</u>	15	0	4	0
Biology				
Chemistry	4	0	1	0
Earth Science	2	0	0	0
Living Environment	12	0	1	0
Physics	1	0	1	0
Global History and Geography	19	0	5	0
US History and Government	8	0	6	0
Foreign Language	3	0	3	0
Other <u>MXRT</u>	2	0	0	0
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

Speaking, while Intermediate and Advanced students need support in reading and writing.

3. Patterns suggest that Beginner classes focus on speaking, listening, vocabulary development and grammar. Intermediate and Advanced classes focus on reading and writing that will prepare students for college

4. Students are having the most difficulty in Global Studies and Living Environment exams. Although we give students a choice to take the exam in English or their native language, none of our students chose to take the exam in a language other than English.

6. We evaluate the success of instructional programs by looking at scholarship and assessment data.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		