



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HSTAT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K485

PRINCIPAL: PHILIP WEINBERG EMAIL: [PWEINB1@SCHOOLS.NYC.GOV](mailto:pweinb1@schools.nyc.gov)

SUPERINTENDENT: AMIE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Philip Weinberg	*Principal or Designee	
Andrew Battles	*UFT Chapter Leader or Designee	
Diane Hanson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Mathew Alfieri Sarah Weiss	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Christine Sullivan	Member/ PTA	
Doriana Noel	Member/PTA	
Arthur Everett	Member/Teacher	
Katrina Vogel	Member/CoSA	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #1</p> <ul style="list-style-type: none">• Each Teacher in all subjects except Math will be required to develop at least one unit on Argument Writing as described in the CCSS and as directed by the Chancellor. Weekly professional development and Inquiry work based on skills needed to implement the successful implementation of CCSS.
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Argument Writing is not being incorporated in every subject area to the degree outlined by the CCSS.• Students need to write more in each discipline
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ul style="list-style-type: none">a) Individualized student skill objectives have been developed based on baseline assessments given to students at the beginning of the school yearb) Professional development focused on the CCSS and skills necessary for students to meet standardsc) Teachers are developing and sharing teaching strategiesd) June 2012.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Parents are kept abreast of curriculum changes through the SLT
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• Budget is used to facilitate that teachers get all necessary training
<p>Service and program coordination</p> <p>N/A</p>
<p>Budget and resources alignment</p> <ul style="list-style-type: none">• Title I and FSF are being used for Professional Development activities that focus on argument writing

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Each teacher will be introduced to the Danielson Rubric. The rubric will be used as a tool to discuss good practice

Comprehensive needs assessment

- We were not employing a standardized rubric to teacher observations

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) Teachers will develop goals based on the Danielson rubric
 - f) Professional development focused on learning and applying the Danielson rubric
 - g) Teachers are applying the rubric to video clips of teaching so they better understand it
 - h) June 2012.

Strategies to increase parental involvement

- SLT team reviewed the Charlotte Danielson rubric

Strategies for attracting Highly Qualified Teachers (HQT)

- Title I funds are made available for teachers who need to become highly qualified

Service and program coordination

N/A

Budget and resources alignment

- FSF funds for supervisor and teacher to develop PD plan for rolling out Danielson rubric. Consolidated Plan allows flexibility with Title I funds which are used for supervisor and teacher per session. Title I funds are also used to buy books and other such resources necessary for supervisors and teachers to implement stated goal.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- As directed by the DOE, we will increase the number of informational texts students are assigned. We will ensure that students are reading complex informational texts by reviewing and modifying curricula.

Comprehensive needs assessment

- Upon review, we realized that as a whole our students were reading more fiction than they were reading non-fiction

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Individualized student skills objectives have been developed based on baseline assessments given to students at the beginning
 - b) The Instructional APs are giving regular professional development on selecting complex texts and teaching students how to approach reading these texts
 - c) Teachers are developing and sharing teaching strategies during AP facilitated PD
 - d) Staff is reviewing current curriculum reading list and adding more complex informational texts
 - e) June 2012

Strategies to increase parental involvement

- The SLT consulted on the HSTAT being chosen to pilot implementation of the Danielson rubric

Strategies for attracting Highly Qualified Teachers (HQT)

- Title I highly qualified money is used to facilitate that teachers get all necessary training
- Regular professional development is given to our teachers

Service and program coordination

Budget and resources alignment

- Consolidated Plan allows flexibility with Title I funds which are used for supervisor and teacher per session. Title I funds are also used to buy books and other such resources necessary for supervisors and teachers to implement stated goal.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4 <ul style="list-style-type: none">This goal was created by the parents on our school leadership team: Inform parents regarding senior costs (i.e., college applications, prom payments, senior trip) in the junior year to better prepare parents for upcoming expenses
Comprehensive needs assessment <ul style="list-style-type: none">The PTA surveyed senior parents and found that senior parents were a overwhelmed by costs associated with senior year
Instructional strategies/activities <ul style="list-style-type: none">a) SLT decided to send home a letter at the end of a student's junior year informing parents of expenses to come.b) Next year we will survey the parents of seniors to evaluate whether they were better informed about cost associated with senior year.c) June 2012
Strategies to increase parental involvement <ul style="list-style-type: none">Annual Goal #4 is developed by the parent members on the SLT after hearing parent concerns
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">N/A
Service and program coordination <ul style="list-style-type: none">N/A
Budget and resources alignment <ul style="list-style-type: none">Title I parent involvement money will be applied to mailings

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	191	118	0	0	23	0	15	337
10	35	63	35	0	56	1	11	330
11	32	41	80	48	67	2	25	308
12	32	13	52	14	64	3	15	292

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Ninth grade literacy and writing support classes After school and Saturday tutoring. ELL Tutoring
Mathematics	After school and Saturday tutoring. ELL tutoring in content area
Science	After school and Saturday Tutoring. Review science courses ELL tutoring in content area
Social Studies	Reduced size classrooms with modified curriculum After school and Saturday Tutoring ELL tutoring in content area Research course designed to teach skills
At-risk Services provided by the Guidance Counselor	One-to-one counseling, group counseling, crisis intervention, anger management counseling, conflict mediation, pre-suspension conferences, and support groups: Breakthrough, Blueprint, and Bereavement group
At-risk Services provided by the School Psychologist	Mandated services
At-risk Services provided by the Social Worker	One-to-one counseling
At-risk Health-related Services	HIV-AIDs lessons, condom distribution, health services

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader New Visions	District 20	Borough Brooklyn	School Number 485
School Name H.S. Telecommunication Arts and Tech			

B. Language Allocation Policy Team Composition [i](#)

Principal Philip Weinberg	Assistant Principal David De Martini
Coach type here	Coach type here
ESL Teacher Susan Justice	Guidance Counselor Jeanette Martinez
Teacher/Subject Area Ellice Plant/ELA	Parent Hin Trinh
Teacher/Subject Area Samantha Schoeller/history	Parent Coordinator Barbara Yarshevitz
Related Service Provider Susan Justice	Other type here
Network Leader Barbara Price	Other type here

C. Teacher Qualifications [i](#)

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	1310	Total Number of ELLs	63	ELLs as share of total student population (%)	%
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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.
5. 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.)
6. 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. 

1. Parents of students who are newly admitted to the NYC school system are administered the HLIS survey by our trained admission's personnel. If the parents indicate a language other than English is spoken at home, they are informally interviewed by Jeanette Martinez, our bilingual grade advisor or Susan Justice, our ESL teacher. Their HLIS is stored in the student's permanent file and is stored in our admission's office and maintained by our admission's secretary, Stella Fiore. Then the LAB-R is administered to the student by our ESL teacher within ten days of admittance. The LAB-R is hand-scored by the ESL teacher and if the student scores below the cut-off, the student is entitled to ELL services. The results of hand-scored tests are kept on file in the English department the test is sent to be officially scored. Spanish-speaking students who are new to the system are administered the Spanish LAB to determine their literacy levels in Spanish. The exam is scored by our bilingual grade advisor and results are stored in the English department. An entitlement letter is sent to the parents on school letterhead in their native language and in English. Parents are also informed of their right to choose one of the three types of programs available to English language learners in NYC: dual-language, transitional bilingual or free-standing ESL. Parents are then invited to attend a parent-orientation where they watch the orientation DVD for parents of English language learners and the three program choices are thoroughly explained to the parents in their native language. Parents are encouraged to ask questions and we a

make sure to have translators from our school community or the Office of Translation Services available for the parents. In the event that parents are unable to attend the orientation meeting, we will arrange phone conferences and make several attempts to make sure that parents are fully informed of their choices. We then program students according to parental choice. Each year, the ESL teacher and David De Martini, our Assistant Principal of English and ESL, identify eligible students for the NYSESLAT by consulting the RLAT and RNMR. General education students are administered the NYSESLAT by the ESL teacher and special needs students are administered the NYSESLAT by our special education English and Social Studies teacher to ensure that all testing modifications are implemented. The reading, writing, and listening sections of the exam are administered over three days in a designated testing room in the school building. Speaking is administered over a one week period by the ESL teacher to all students. A make-up day is scheduled for each part of the test that the student missed.

2. Parents of English language learners are invited to attend an orientation meeting within 10 days of their child's admittance held by the parent coordinator, Barabara Yarshevitz, our bilingual grade advisor, Jeanette Martinez, and our ESL teacher, Susan Justice. During the orientation, parents view the DVD outlining the programs available to them in NYC and each program is explained fully in the parent's native language with the aid of a translator or available staff member. If parents are unavailable to attend the parent orientation meeting, several phone calls are made to the parents with the aid of a translator to ensure that parents fully understand their program choices.

3. Entitlement letters for ELLs are generated by the assistant principal and a copy is kept on file. Letters are mailed home and handed out to each student during their ESL classes. If a parent has not returned a Program Selection form, several phone calls are made to ensure that the document is returned. HLIS surveys are stored in the student's permanent file in our admission's office.

4. After reviewing LAB-R results, our ESL teacher confers with our bilingual grade advisor and the student is placed into the appropriate program chosen by the parents based on the Program Selection Form. We currently provide services through a free-standing ESL program and parents are informed of our mandate to offer a bilingual program in we have more than 20 students who speak the same language at one grade level. Entitlement letters and continued entitlement letters are sent in the student's native language and in English indicating placement in our ESL classes and phone calls are made to the parents. Students are interviewed by our bilingual grade advisor and our ESL teacher and placed in the appropriate level of ESL based on the results of the LAB-R and student interview. A brief writing sample is obtained by our ESL teacher to aid with placement. Students who are prior admits to NYC schools are programmed for ESL classes based on their level of proficiency on the NYSESLAT.

5. Over the past several years, we have had no more than five new admits requiring ELL services. The majority of parents have chosen a free-standing ESL program.

6. Our program is aligned with parental choice.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

This

school

offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	40

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		
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	Total
TBE										0
Dual Language										0
ESL	11	1	2	12	0	3	40	8	19	63
Total	11	1	2	12	0	3	40	8	19	63

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
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			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	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	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										20	16	4	4	44
Chinese										5	2	0	0	7
Russian										1	0	0	0	1
Bengali										1	0	0	0	1

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
Urdu										2	0	0	0	2
Arabic										5	2	0	0	7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish											1			1
Albanian														0
Other														0
TOTAL	0	34	21	4	4	63								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. A. We have a self-contained ESL program at our school taught by our fully-certified ESL teacher. Beginner ESL students receive three periods of ESL instruction per day. Two of the periods are consecutive and the class focuses on developing reading, writing, speaking and listening skills across content-areas. The third period

A. Programming and Scheduling Information

of ESL focuses on grammar and writing skills with an emphasis on developing communication skills. Intermediate and advanced students receive two and one period of ESL per day respectively. The focus in these classes is to develop academic reading, writing, listening and speaking skills. Second semester sophomores and first semester juniors are programmed for a college writing class intended to help them reach New York ELA standards and improve reading and writing skills. Our ESL teacher uses a wide variety of authentic materials in English to develop English language skills. Our ESL teacher regularly confers with content-area teachers to align course materials with content classes. All course curriculum is aligned with New York State Standards. As a whole, our staff is modifying curriculum to reflect the Common Core State Standards and this is also reflected in ESL curriculum.

B. Our ESL classes are grouped by level of proficiency. Classes are ungraded so younger students can receive the benefit of having more experienced students in their classes. Older students often act as informal mentors and help them navigate the transition to high school.

2. Grade advisors program students for the appropriate periods of ESL by consulting the RLAT which provides schools with NYSESLAT scores and designates their level of proficiency as well as conferring with the ESL teacher. Beginners receive three periods of ESL per day. Intermediate students receive two periods of ESL per day and advanced and transitional students receive one period of ESL per day. Beginner students receive ELA instruction from our ESL teacher. Intermediate and advanced students are programmed for general education ELA courses as well as their ESL classes. We offer Spanish language classes at all levels of proficiency. Native Spanish speakers are programmed for Spanish literacy courses depending on their scheduling requirements.

3. Content areas are taught in English. Content teachers regularly confer with our ESL teacher to discuss modifications to lessons and strategies to make content comprehensible to English language learners. Native language dictionaries and content glossaries are available for students in every content class. Students are provided with Regents exams in both English and their native language. Teachers employ strategies such as modeling, scaffolding, visuals, collaborative work, and a variety of different media including films and songs to facilitate content and language acquisition.

4. In order to determine a student's proficiency in their native language, we enlist the services of a staff member who speaks that language to conduct an informal interview with the student. If we don't have a staff member available who speaks the student's language, we informally assess the student with a translated text and ask the student to read a portion of it.

5. a. Students with interrupted formal education (SIFE) receive ESL services as well as a literacy support class to help them develop their academic skills. SIFE students are referred to their guidance counselor for additional services as necessary. SIFE students meet with their ESL teacher during lunch for tutoring as well as after school.

b. If an ELL has been in NYC city schools for less than three years and scores as a beginner on the NYSESLAT, he or she will receive three ESL classes per day designed to accelerate academic reading, writing, listening, and speaking skills. Beginner ELLs also receive lunch time tutoring with our ESL teacher. Students are provided with after-school tutoring across the content areas as well as small group tutoring across content-areas specifically for ELLs. ELA instruction is embedded in the ESL classes.

c. ELLs who have received services for 4-6 years are programmed for ESL classes depending on their level

A. Programming and Scheduling Information

of proficiency per the NYSESLAT. Students attend after school tutoring across content areas as well as small group tutoring specifically for ELLs across the content-areas.

d. Long-term ELLs are programmed for ESL classes based on their level of proficiency per the NYSESLAT. Long-term ELLs may also be programmed for literacy support classes in ELA and history. They also attend content-area tutoring and small group tutoring specifically for ELLs.

6. General education ELLs and ELL-SWDs (ELLs with disabilities) are grouped together in ESL classes. Our ESL teacher uses scaffolding, modeling, and task modifications to differentiate instruction for ELL-SWDS.

7. Our ELL-SWDS are programmed for ESL by their individual grade advisor in consultation with our ESL teacher. ELL-SWDS are assigned a bilingual paraprofessional to aid them in their classes. ELL-SWDS are mainstreamed in ESL classes with their general education classmates. Our ESL teacher regularly confers with

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Area	Instruction		Instruction
B. Programming and Scheduling Information--Continued			
8.	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.		
9.	Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.		
10.	What new programs or improvements will be considered for the upcoming school year?		
11.	What programs/services for ELLs will be discontinued and why?		
12.	How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.		
13.	What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?		
14.	How is native language support delivered in each program model? (TBE, Dual Language, and ESL)		
15.	Do required services support, and resources correspond to ELLs' ages and grade levels?		
16.	Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.		
17.	What language electives are offered to ELLs?		
8.	Performance data for ELLs is regularly reviewed by individual teachers, our ESL teacher, and our bilingual grade advisor. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language learners. Content tutoring is provided for ELLs in ELA, Math, Science, and Social Studies. Services are offered in English. Our targeted intervention for ELLs in ELA includes an ESL college writing class intended to develop academic reading and writing skills. We offer after school tutoring in math, social studies, ELA, and science specifically designed to meet the needs of ELLs.		
9.	We continue to offer support for students after they reach proficiency on the NYSESLAT. Based on individual assessment, students may be programmed for an additional transitional ESL class focusing on developing academic reading and writing skills or a college writing class specifically geared for advanced ELLs to prepare them for the rigors of college work. Students may also attend after school tutoring specifically designated for ELLs.		
10.	In the upcoming school year, our student tutoring/buddy program will be expanded so that newcomers and beginning ELLs have additional support as they make the transition to life in America. We will also expand our professional development so that all teachers can apply ESL strategies in their classes.		
11.	Our after school tutoring program for ELLs will be modified to include a greater focus on Social Studies and Science based on several years of student results on state assessments.		
12.	We are a very diverse school and the majority of our students are former ELLs. ELLs are encouraged to join after school activities. Selected teachers give presentations in ESL classes inviting students to join clubs and sports teams. Students attend after school tutoring and Saturday tutoring. The school has held cultural shows where students are encouraged to showcase music and dance from their countries.		
13.	Our ESL teacher uses a variety of authentic texts to aid in language development including novels, short stories, essays, poems, newspaper articles, periodicals, and films. Students are exposed to content-rich materials across content-areas in ESL classes. Teachers make use of smart boards, LCD projectors, document projectors, and laptop carts to ensure that students benefit from a variety of media and technologies. Bilingual dictionaries and glossaries are available for each student across content areas.		
14.	We offer Spanish language courses to native and non-native speakers and a Spanish literature course to native and non-native speakers at the advanced level.		
15.	The services we offer correspond to ELLs at specific grade levels. Second semester sophomores and first semester juniors are programmed for a year long college writing class where they prepare for the ELA and develop college reading and writing skills.		
16.	Before the beginning of the school year, newly enrolled ELLs are invited to an orientation led by our		

B. Programming and Scheduling Information--Continued

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

8. Performance data for ELLs is regularly reviewed by individual teachers, our ESL teacher, and our bilingual grade advisor. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language learners. Content tutoring is provided for ELLs in ELA, Math, Science, and Social Studies. Services are offered in English. Our targeted intervention for ELLs in ELA includes an ESL college writing class intended to develop academic reading and writing skills. We offer after school tutoring in math, social studies, ELA, and science specifically designed to meet the needs of ELLs.

9. We continue to offer support for students after they reach proficiency on the NYSESLAT. Based on individual assessment, students may be programmed for an additional transitional ESL class focusing on developing academic reading and writing skills or a college writing class specifically geared for advanced ELLs to prepare them for the rigors of college work. Students may also attend after school tutoring specifically designated for ELLs.

10. In the upcoming school year, our student tutoring/buddy program will be expanded so that newcomers and beginning ELLs have additional support as they make the transition to life in America. We will also expand our professional development so that all teachers can apply ESL strategies in their classes.

11. Our after school tutoring program for ELLs will be modified to include a greater focus on Social Studies and Science based on several years of student results on state assessments.

12. We are a very diverse school and the majority of our students are former ELLs. ELLs are encouraged to join after school activities. Selected teachers give presentations in ESL classes inviting students to join clubs and sports teams. Students attend after school tutoring and Saturday tutoring. The school has held cultural shows where students are encouraged to showcase music and dance from their countries.

13. Our ESL teacher uses a variety of authentic texts to aid in language development including novels, short stories, essays, poems, newspaper articles, periodicals, and films. Students are exposed to content-rich materials across content-areas in ESL classes. Teachers make use of smart boards, LCD projectors, document projectors, and laptop carts to ensure that students benefit from a variety of media and technologies. Bilingual dictionaries and glossaries are available for each student across content areas.

14. We offer Spanish language courses to native and non-native speakers and a Spanish literature course to native and non-native speakers at the advanced level.

15. The services we offer correspond to ELLs at specific grade levels. Second semester sophomores and first semester juniors are programmed for a year long college writing class where they prepare for the ELA and develop college reading and writing skills.

16. Before the beginning of the school year, newly enrolled ELLs are invited to an orientation led by our bilingual grade advisor and ESL teacher.

B. Programming and Scheduling Information--Continued

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

8. Performance data for ELLs is regularly reviewed by individual teachers, our ESL teacher, and our bilingual grade advisor. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language learners. Content tutoring is provided for ELLs in ELA, Math, Science, and Social Studies. Services are offered in English. Our targeted intervention for ELLs in ELA includes an ESL college writing class intended to develop academic reading and writing skills. We offer after school tutoring in math, social studies, ELA, and science specifically designed to meet the needs of ELLs.

9. We continue to offer support for students after they reach proficiency on the NYSESLAT. Based on individual assessment, students may be programmed for an additional transitional ESL class focusing on developing academic reading and writing skills or a college writing class specifically geared for advanced ELLs to prepare them for the rigors of college work. Students may also attend after school tutoring specifically designated for ELLs.

10. In the upcoming school year, our student tutoring/buddy program will be expanded so that newcomers and beginning ELLs have additional support as they make the transition to life in America. We will also expand our professional development so that all teachers can apply ESL strategies in their classes.

11. Our after school tutoring program for ELLs will be modified to include a greater focus on Social Studies and Science based on several years of student results on state assessments.

12. We are a very diverse school and the majority of our students are former ELLs. ELLs are encouraged to join after school activities. Selected teachers give presentations in ESL classes inviting students to join clubs and sports teams. Students attend after school tutoring and Saturday tutoring. The school has held cultural shows where students are encouraged to showcase music and dance from their countries.

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14. We offer Spanish language courses to native and non-native speakers and a Spanish literature course to native and non-native speakers at the advanced level.

15. The services we offer correspond to ELLs at specific grade levels. Second semester sophomores and first semester juniors are programmed for a year long college writing class where they prepare for the ELA and develop

B. Programming and Scheduling Information--Continued

8. 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.
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14. We offer Spanish language courses to native and non-native speakers and a Spanish literature course to native and non-native speakers at the advanced level.

15. The services we offer correspond to ELLs at specific grade levels. Second semester sophomores and first semester juniors are programmed for a year long college writing class where they prepare for the ELA and develop college reading and writing skills.

16. Before the beginning of the school year, newly enrolled ELLs are invited to an orientation led by our

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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17. What language electives are offered to ELLs?

8. Performance data for ELLs is regularly reviewed by individual teachers, our ESL teacher, and our bilingual grade advisor. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language learners. Content tutoring is provided for ELLs in ELA, Math, Science, and Social Studies. Services are offered in English. Our targeted intervention for ELLs in ELA includes an ESL college writing class intended to develop academic reading and writing skills. We offer after school tutoring in math, social studies, ELA, and science specifically designed to meet the needs of ELLs.

9. We continue to offer support for students after they reach proficiency on the NYSESLAT. Based on individual assessment, students may be programmed for an additional transitional ESL class focusing on developing academic reading and writing skills or a college writing class specifically geared for advanced ELLs to prepare them for the rigors of college work. Students may also attend after school tutoring specifically designated for ELLs.

10. In the upcoming school year, our student tutoring/buddy program will be expanded so that newcomers and beginning ELLs have additional support as they make the transition to life in America. We will also expand our professional development so that all teachers can apply ESL strategies in their classes.

11. Our after school tutoring program for ELLs will be modified to include a greater focus on Social Studies and Science based on several years of student results on state assessments.

12. We are a very diverse school and the majority of our students are former ELLs. ELLs are encouraged to join after school activities. Selected teachers give presentations in ESL classes inviting students to join clubs and sports teams. Students attend after school tutoring and Saturday tutoring. The school has held cultural shows where students are encouraged to showcase music and dance from their countries.

13. Our ESL teacher uses a variety of authentic texts to aid in language development including novels, short stories, essays, poems, newspaper articles, periodicals, and films. Students are exposed to content-rich materials across content-areas in ESL classes. Teachers make use of smart boards, LCD projectors, document projectors, and laptop carts to ensure that students benefit from a variety of media and technologies. Bilingual dictionaries and glossaries are available for each student across content areas.

14. We offer Spanish language courses to native and non-native speakers and a Spanish literature course to native and non-native speakers at the advanced level.

15. The services we offer correspond to ELLs at specific grade levels. Second semester sophomores and first semester juniors are programmed for a year long college writing class where they prepare for the ELA and develop college reading and writing skills.

16. Before the beginning of the school year, newly enrolled ELLs are invited to an orientation led by our bilingual grade advisor and ESL teacher.

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. We are planning ongoing school-wide professional development for all teachers on incorporating ESL strategies to make content comprehensible for ESL and struggling readers and writers. Our ESL teacher and select content-area teachers will attend Q-TEL trainings to turn-key to the staff.
2. We hold a school-wide orientation for all entering students in the beginning of the year. Freshman teachers regularly meet to discuss student progress and develop specific lesson designed to facilitate a student's adjustment to high school.
3. All staff will receive the mandated 7.5 hours of ELL training throughout the school year through targeted professional development on addressing the needs of ELLs in content classes.

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 9th 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)										4	0	0	0	4
Intermediate(I)										16	7	2	0	25
Advanced (A)										12	14	2	3	31
Total	0	0	0	0	0	0	0	0	0	32	21	4	3	60

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	0	0	0
	I										2	0	0	0
	A										8	3	0	0
	P										20	18	4	3
READING/ WRITING	B										4	0	0	0
	I										12	7	2	0
	A										11	13	2	3
	P										1	1	0	2

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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	17		10	
Integrated Algebra				
Geometry	10		2	
Algebra 2/Trigonometry	38		8	
Math	2		0	
Biology				
Chemistry				
Earth Science	12		2	
Living Environment	20		4	
Physics				
Global History and Geography	28		8	
US History and Government	13		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use and in house designed literacy test to assess the literacy skills of all students upon entrance to the school. Results determine additional services afforded a student including literacy classes for general education students.

2. Data from the NYSESLAT indicates that the vast majority of our students have reached proficiency in listening and speaking and that the majority have reached the advanced level in reading and writing, especially by the 10th grade.

3. Because the majority of our students are proficient in listening and speaking and intermediate to advanced in reading and writing, our instruction will remain focused on building the academic reading and writing skills of our students. By the 10th grade, most of our students have reached the advanced level across the four modalities

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 485 School Name: HS Telecommunication Arts and Tech

Cluster: Maldonado Network: CFN 563

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

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.

Using the Home Language Identification Survey, and the ELL Parent Orientation we may determine the translation services needed to meet our students' needs. In addition to using staff members to serve as interpreters, we will use Translation Services through the DOE to contact parents. We will use DOE-approved vendors to translate important documents and notices to inform parents of important school events.

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.

Our school must translate documents and parent notices into Chinese, Spanish, and Arabic. The Parent Coordinator will forward such documents to the AP English/ESL/Music who will use DOE-approved vendors, such as Lingualinx.com, to translate documents electronically. We also need to provide interpreters for parent meetings with our ELL Counselor and for Open House and Parent Teacher meetings. For these meetings, staff members will serve as interpreters, or we may use Translation Services.

Part B: Strategies and Activities

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.

Written translation services will be provided through Lingualinx.com, a DOE-approved vendor. Parents will receive documents during Parent Orientation, and will be provided translated versions of all school-wide initiatives. These documents will be submitted to the AP English/ESL/Music to be translated electronically through DOE-approved vendors, such as Lingualinx.com, and distributed through the Parent Coordinator's office

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.

Oral interpretations for parent meetings (Parent Teacher Conferences, College Fair, Parent Orientation, and Parent Teacher Association meetings) will be provided through staff members, parent volunteers or DOE translation services.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: HS of Telecommunication Arts	DBN: 20k485
Cluster Leader: A	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III tutoring program takes place after school. Our ESL Inquiry team found that our ESL students tend to pass content-area courses classes such as Global Studies and Living Environment, but are not successful on exit exams. Our Title III program is therefore focused on providing the support our students will need in these courses and on these exams. We employ one full-time licensed ESL teacher, one social studies and one science teacher. Instruction is in English. Students will be tutored by both our ESL teacher and general education teachers three days per week for one hour. The tutoring program is to run throughout the school year. Materials used include Regents review books, dictionaries, as well as the texts that students are issued in their content-area courses.

Part C: Professional Development

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

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

Begin description here: Professional development is delivered to Title III tutors and to other staff during staff development days through the ESL teacher. Teachers are provided methods of modifying instructional and assessment materials to address the needs of ELL students. Since all teachers have ELL and FELL students in their classes, all teachers are provided this professional development.

Part D: Parental Engagement Activities

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

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

Begin description here: All parents are notified of students' progress through Pupilpath, an online gradebook to which all parents and students have access. In addition, our ESL guidance counselor makes outreach to parents regarding students' progress. Finally, parents of ELLs are notified of the Title III program and its benefits in the home language.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	11,200	Tutors to facilitate program.
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	