



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE HIGH SCHOOL OF ARTS AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M494

PRINCIPAL: ANNE GEIGER EMAIL: AGEIGER@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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
Anne Geiger	*Principal or Designee	
Lia Galeano	*UFT Chapter Leader or Designee	
Felicia Mahmood	*PA/PTA President or Designated Co-President	
Patty Salcedo	DC 37 Representative, if applicable	
Jinaya Azad Trevonte Allen	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Brian Lewis	CBO Representative	
Stacey Bergin	Member/Assistant Principal	
Amanda Marsick	Member/Teacher	
Thelbert Warren	Member/Parent	
Rose Thomas	Member/Parent	
Mittie Jaskson-Greene	Member/Parent	
Tanya Thompson	Member/Parent	

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.

Annual Goal #1

- *By June 2012, there will be a 50% increase in the number of teacher observations with timely feedback using a researched based rubric as a framework for supporting teacher effectiveness*

Comprehensive needs assessment

- The professional development of teachers is imperative to a school's continued success. The quality of a teacher has a direct impact on student learning. And, as a result, if students are learning from highly qualified and well-trained teachers, student achievement should rise. As our school continues to roll out the new CCLS, teachers will need support from instructional leaders who will be able to guide them through this period of transition. In addition, Arts and Technology has six first year teachers who will need continued support throughout the school year. While reviewing the number of unsatisfactory observations from last year, the administration decided that teacher preparedness needed to be a focus for the 2011-2012 school year. From these observations, we learned that lessons were too teacher oriented and not enough were student oriented. Students spent too much time copying notes and not enough time making sense of information. Our Global Regents scores are a reflection of instruction that was too direct and not enough preparation went into the students being able to apply information from lectures into higher-level cognitive processes. In addition, while reviewing scholarship reports, only 70% of our students were being successful in academic core classes. The remaining 30% of our students were not being successful and their learning needs needed to be addressed.

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) strategies/activities that encompass the needs of identified student subgroups

In teacher teams, teachers will begin to study and evaluate student work to determine areas in need of focus. They will develop instructional strategies based around the needs of each of their subgroups. These strategies will then be implemented, adjusted, and evaluated for effectiveness. School administrators will be frequently observing teachers and providing feedback, which will then direct changes in instruction. Based upon feedback and observations, continued adjustments in instruction will be made. The researched based observation tool is aligned to the instructional expectations of the Department of Education. In order to build instructional capacity, observations will be focused on strategies that we know are working well with our student body.

- b) staff and other resources used to implement these strategies/activities,

The entire teaching staff, guidance counselors, school aides, CBO. and administrators will be used as resources of teaching mastery. Outside research materials such as articles and books on pedagogy will be purchased on an as needed basis. In addition, a consultant will work with teachers in January and June on differentiating instruction. In addition, lead teachers will demonstrate model lessons during Professional Development and when possible, teachers will conduct intervisitations in our school as well as other schools in the building.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Beyond the state examinations, teachers work in content area teams and have autonomy in developing assessments. These assessments are submitted to the instructional leaders and are provided with feedback when necessary

- d) timeline for implementation.

Teachers meet in teams twice a month and have the ability to meet more often if necessary. Currently, teachers are working on inquiry topics in regards to barriers that effect student achievement. This work is on going.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Because student achievement is monitored closely, teachers are in constant communication with parents/guardians in order to provide them with timely feedback of their child's performance. Each student has a password protected Edline account where their family members can easily check their child's grades. During Parent Teacher Conferences, the computer lab was available for parents to learn how to log on and see their child's grades in real time. In addition, we have updated our website design and teachers will be posting assignments and assessments so that students who are out can have easier access to their work. In turn, we hope that this change will empower students and families to keep up with the work. Meeting times are flexible (before/after school) and for some parents, time on Saturdays have been set aside for conferencing. Teachers are very open to supplying parents with their contact information (cell/home/email) in the hopes of widening the circle of communication. In addition, parents are always welcomed to sit in on classes and participate as well as plan school events.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Highly Qualified teachers are actively interviewed and hired. If a need arises, and a non-highly qualified teacher is needed to teach in a subject area, that teacher is presented with the options to become highly qualified and a time line is established to meet that criteria. Money is set aside in the budget for teachers to obtain further training to ensure that they are highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All teachers share a common Professional Development period. The Assistant Principal, along with lead teachers prepare professional development around best instructional practices. When schedules permit, lead teachers attend monthly meetings hosted by our CFN. In addition, we have hired the National Staff Development Council to work with our teachers on differentiation. The consultants from the NSDC will teach the teachers how to differentiate content in the classroom. We hope that these changes in our approach to instruction will change the pattern of instruction at our school.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per-Session- Title I, III, & FSF

Books – Title I (SWP)

PD – FSF

HQT- Title I (SWP)

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

By June 2012, teachers will develop and implement two refined units of study in literacy, as measured by an explicit alignment to strategically selected Common Core Learning Standards (CCLS)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In 2010, teachers had very limited experience with the CCLS. As the roll out of the new standards began, teachers needed time to meet and create an understanding of what the CCLS was requiring. In order to create a greater understanding, ELA teachers worked at defining each of the standards before they began looking at or creating assessments. ELA teachers worked before, during, and after school on breaking down the curriculum. Grade level teachers continued this work over the summer and created a curriculum based on CCLS. They have subsequently rolled out the curriculum and have begun to make adjustments to unit and lesson plans, as well as assessments. In department meetings, ELA teachers are sharing successes and failures and are excited to continue this directed work.

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) strategies/activities that encompass the needs of identified student subgroups

Teachers are using the Common Core Standards as a way to embed more rigorous and challenging tasks into their units of study. Lesson plans for specific sub-groups are differentiated but kept within the same curriculum. Our ELA curriculum offers a multitude of choices of resources for readers at different levels. Because of the amount of choices, teachers are able to provide customized reading materials for their students. For example, in 10th grade, students are exploring folklores and are reading different leveled folklores to address the same standard. Providing students with these opportunities allows for greater student success. In 9th grade, students are reading Romeo & Juliet but at different levels as well. Assessments are created to have multiple entry points for students.

- b) staff and other resources used to implement these strategies/activities

ELA teachers and Assistant Principal Bergin are working together as a department to continue to develop units of study. Twice a month, we meet formally to share successes and challenges as they apply to the Common Core Standards. In addition, teachers are regularly researching other materials that would work for our diverse student body. We are a small enough staff that prep periods overlap for most of our teachers within the ELA department and this offers teachers an additional period to co-plan.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Since our school is on the smaller side, our 5 ELA are in constant communication with each other. Geographically, all ELA classes are in the same corridor allowing for door to door contact. Grade level ELA teachers meet have the autonomy to choose materials for classes as long as it makes sense for our students and it fits into CCLS. Teacher teams meet and create a focus according to the needs/trends of the students within the grade. The foci are organic and depend on teacher observations and student work.

- d) timeline for implementation

Teachers are expected to roll out the entire CCLS curriculum by September 2012. Currently, each grade level is responsible for 1 unit of study under the full guidelines of CCLS.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Students are provided with syllabi which provide a course description. These documents are shared with parents so that they begin to understand the work that their child will be doing over the course of the school year. When orientation is held in the fall, parents are invited by the administration and faculty to visit their child's classroom and partake in a learning experience. Communication to parents is on-going and frequent through phone calls home, email, and U.S. Postal Mail. We encourage parents to ask questions and to be in frequent contact with teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

All of our general education ELA teachers are highly qualified. We currently have one highly qualified Special Education teacher who will be offered Title I funds to secure certification in English.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As units of study are developed, teachers are cognizant of topics such as health, violence, and current events. They are using these areas of interest to supplement text choice for students. Lead teachers attend CFN meetings to review with other schools their units of study. In addition, they will be receiving professional development from the National Staff Development Network in the area of differentiation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per-Session- Title I, III, & FSF
Books – Title I (SWP)

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

By June 2012, teachers will develop and implement one refined unit of study in math, as measured by an explicit alignment to strategically selected Common Core Learning Standards (CCLS)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In the summer of 2010, New York State adopted the CCLS. With the start of school just around the corner, administrators and teachers knew that had very limited experience with the CCLS due its recent adoption by NYS. Our math department had just phased out Math A & Math B and had begun working towards further implementation of Algebra, Geometry, and Trigonometry. Just as this work was underway, the focus needed to move towards gaining an understanding of how the CCLS would impact the current curriculum. Two math teachers worked on creating meaning and understanding of each of the standards before they began looking at or creating assessments. Grade level teachers over the summer met and continued to breakdown the curriculum and how the new standards would change content and testing for the future in math. Currently, teachers are using CPM with the CCLS supplements to guide their upcoming changes. Math teachers have continued to create more CCLS assessments and will roll out a unit in the spring.

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) strategies/activities that encompass the needs of identified student subgroups,

Teachers are using the Common Core Standards as a guide to creating their units. Lesson plans for specific sub-groups are differentiated but kept within the same curriculum.

- b) staff and other resources used to implement these strategies/activities,

Math teachers, Math coach, CPM consultant, and CCLS materials

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Since our school is small, teachers are able to work during planning periods on lessons. During grade level, department and teacher teams, the focus on student achievement as it applies to the curriculum is always being looked at. Twice a month, teachers meet in departments and are able to track student progress and identify areas of need as they apply to the standards. This time allows teachers to create goals for their students. Finally, teachers have autonomy in choosing materials for classes as long as it makes sense for our students and it fits into CCLS. Teachers are able to use new and exciting materials for their students.

- d) timeline for implementation.

Teachers meet weekly in department meetings to continue work on the CCLS. The first true unit of CCLS study will roll out in the spring. Full implementation of CCLS will take place in September 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Students are provided with syllabi which provide a course description. These documents are shared with parents so that they begin to understand the work that their child will be doing over the course of the school year. Since there can be an aversion to math, in the Spring, we will be hosting a workshop on the applicability of math in the real world. Parents will be invited to join their children in this exciting workshop lead by our teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

80% of Math teachers are highly qualified. The one math teacher who is a highly qualified Special Education teacher, but not a highly qualified math teacher will be offered Title I funds to secure her certification in mathematics. is working under a Transitional B license through the Teaching Fellows Program. When the teacher has completed her Masters Degree, she will be dually certified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Lead teachers attend meetings hosted by our CFN around the CCLS, best practices, and changes in assessment. They return to the school to turnkey the information and strategies and embed it in their focus of support. When Professional Development around the area of math is offered, teachers are targeted to attend and bring back new information. This spring, the National Staff Development Network will conduct 2 sessions on differentiating content.)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per-Session- Title I, III, & FSF
Books – Title I (SWP)
PD – FSF
HQT- Title I (SWP)



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

By June 2012, our black students will meet the 95% participation rate requirement for the NYS ELA assessment as evidenced in the 2011-2012 NYS Report Card.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As our State Accountability Status Report indicates, we have not met AYP for ELA for the first time in 9 years. Closely analyzing our data, and drilling down to examine specific areas of deficiency, we understand that our subgroups of Special Education and English Language Learners require a great deal of our energy and focus. In addition, our African-American students who were not tested during the 2011-2012 school year have been targeted as well. The State data aligns with our current RCOS report that we routinely use to check for testing status. Teachers are aware of our target groups and have been creating additional opportunities for students to build capacity for success on the ELA Regent exam. Students are being assessed weekly on different elements of the ELA exam and the results of this data are being used to inform changes that need to take place with instruction.

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) strategies/activities that encompass the needs of identified student subgroups,

Students within this subgroup are currently being programmed for extra support during the school day. Students have been scheduled for an additional ELA class with a master teacher. When the scheduling wasn't a possibility, students are being pulled out of advisory for additional support and practice. Students are working on reading and writing skills that will provide them with the best chance at being successful on the ELA exam. For those students who are not attending school on a regular basis, outreach by the guidance department, attendance teacher, assistant principals, principal, and teachers are is taking place. In addition, this subgroup has been programmed for Saturday school and is working with a teacher and a college tutor to practice necessary skills.

- b) staff and other resources used to implement these strategies/activities,

ELA teacher, AVID tutors, Assistant Principal Bergin

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

The Assistant Principal and the ELA teacher are working together at analyzing the student work during department meetings, teacher teams, and grade level meetings. After an evaluation of work takes place, benchmarks are set for students while they prepare for the ELA regent exam.

d) timeline for implementation.

After learning of the change in our AYP status a RCOS report was run and changes in scheduling were made. Once students were rescheduled, teachers began to assess students work as it applies to the ELA exam. Benchmarks were set for student achievement and assessment is on-going.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents of at-risk students were notified immediately of the change in their child's program. During the November PTA meeting, parents were alerted of our status and we reviewed the requirements of NCLB and the accountability system. SLT and PTA meetings are held monthly in order to provide our parents with necessary information. In addition, our Parent Coordinator works extremely hard at getting parents into the school and assisting teachers in their outreach efforts.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

84% of the teachers who are working with this sub-group are High Qualified ELA Teachers. The 1 teacher who is highly qualified in Special Education, but not ELA will be offered Title I funds to obtain their certification in English.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The fact that AYP was not met, violates NCLB. Our Saturday School tutoring program addresses this immediate need. ELA teachers and AVID tutors will be providing extra instructional support for our students. Teachers will be using The REWARDS Reading Comprehension books as an instructional tool to bridge student's comprehension gap.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per-Session- Title I, III, & FSF
Books – Title I (SWP)
HQT- Title I (SWP)

ANNUAL GOAL #5 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 #5

By June 2012, the school wide attendance rate will improve by 1% as measured by the school's Annual Attendance Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

For the last 3 years, the attendance rate at Arts and Tech has been static holding at 82%. It is imperative that as a school, we concentrate on getting students to come to school on a consistent basis. We know that there is a direct correlation between attendance and scholarship for the majority of students. If students were consistently in school and attending all of their classes, their scholarship rate will increase. Many of our students who struggle with attendance are those who have a history of not being successful in school. In addition, students whose families rely on older children for childcare are also part of the attendance focus.

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) strategies/activities that encompass the needs of identified student subgroups,
The Pupil Personal Secretary will run necessary reports on student attendance and identify those students who have less than 85% attendance as of 11/11. Students will then be divided up into groups and tracked for attendance. Once students are sorted, Guidance Counselors and advisors are alerted and phone calls and certified letters are sent home. When students return to school, there is a mandated meeting with a Guidance Counselor. All interactions with students are I-Logged.
 - b) staff and other resources used to implement these strategies/activities,
PPS, teachers, guidance counselors, attendance teacher, CBO, and school messenger
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Attendance rates are monitored weekly and patterns and trends are identified. If home outreach is on-going and attendance is not improving, families are called in to address the issue. If at that point a change in attendance does not happen, then ACS may have to be called.
 - d) timeline for implementation.
Weekly attendance meetings and weekly grade team meetings keep the school community informed of student attendance.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

At Arts and Technology High School, we foster a caring partnership between school and home. We share information about students on a daily basis (attendance) through school messenger and advisor outreach. In addition, the Parent Coordinator is a vital member of our staff who through his constant communication and

open door policy with families establishes relationships and serves as a major person of support for our students. As a major organizer of the PTA, holiday dinners, Parent-Teacher Conferences, Basket Ball Tournament, Fashion and Talent Shows and surrogate father to many, the parent coordinator is crucial to the success of our students.

We also have a partnership with our CBO, The Door. This is an AIDP program, which was brought in to support our attendance needs. The social worker, learning strategist, and parent out-reach coordinator work closely with 50 students and their families through monitoring their attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

87.5% of our teachers are highly qualified and for those who are not are provided with information on how to become Highly Qualified. Currently, we have 4 new Special Education teachers who are highly qualified in Special Education but not in the core subjects that they teach. They will be offered Title I funds to complete education programs in core subject areas.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The PPS conducts major outreach for students who live in alternative housing (UPCO). The PPS is diligent about following through with families on establishing direct links to home. The Door, our CBO, also monitors daily attendance. Our largest violence prevention program is targeted at 10th graders but other violence prevention programs are discussed and implemented in student's advisory class. The advisory class serves as a home base for our students. The advisory is a college preparatory, academic skill building, and career choices class. The advisor, who is a teacher, is the point person in the school for a set group of students. They help monitor academic success, social/emotional growth, and attendance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per-Session- Title I, III, & FSF

PD – FSF

HQT- Title I (SWP)

ACADEMIC INTERVENTION SERVICES (AIS)

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	4	16	0	0	22		25	176
10	20	111	41	34	19		5	170
11	112	89	45	77	19		5	128
12	26	71	17	75	11		3	135

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	<ul style="list-style-type: none"> ▪ 90 minutes of ELA for students who have not been successful on the ELA regents or who are struggling with reading and writing. These classes are smaller and use the 7 Habits of good readers as a main focus ▪ 43 minutes skill-based instruction Twice a week using <i>Rewards Writing and Comprehension</i> program during Self-Contained ELA and Setts ▪ Credit Recovery classes for grades 10, 11, and 12 (during school) ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday School
Mathematics	<ul style="list-style-type: none"> ▪ 90 minutes of math for students who enter as a Level 1 student ▪ College Preparatory Math Curriculum used in 9th grade ▪ 2 year option for Algebra ▪ Credit Recovery classes for grades 10, 11, and 12 (during school) ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school Tutoring ▪ Saturday School
Science	<ul style="list-style-type: none"> ▪ Credit Recovery classes for grades 10, 11, and 12 ▪ 1 year or 2 year Living Environment option for struggling students ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday school

Social Studies	<ul style="list-style-type: none"> ▪ Credit Recovery classes for grades 10, 11, and 12 ▪ Extended Day small group instruction 4 days a week (Monday –Thursday) during period 9.5 ▪ After school tutoring ▪ Saturday School
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> ▪ Individual counseling ▪ Group counseling ▪ Parent outreach ▪ Academic Counseling ▪ Referrals
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> ▪ Cognitive and Behavioral Evaluations
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> ▪ Individual counseling ▪ Group counseling ▪ Parent outreach ▪ Academic Counseling ▪ Referrals
At-risk Health-related Services	<ul style="list-style-type: none"> ▪ Partnership with St. Lukes Hospital (on-site) ▪ Peer Health Exchange

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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:

- 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;

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.

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;
- empower parents to aid in the decision making of our school through the use of Title I funds by helping to develop school and family functions.
- participate in 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.
- maintain a Parent Coordinator to serve as a link between the school and families. The Parent Coordinator 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.

- provide training for parents to aid them in 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;
- invite the parents of specific sub-group students to explain the importance of their child's role within the accountability system
- host the required Annual Title I Parent Meeting on or before December 1st
- schedule times for additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program
- conduct an Annual Title I Parent workshop where all parents view formal presentations and participate in workshops that address their student's academic skill needs and how parents can help;

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

- 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;
- 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;

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.

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting.
2. Allocation of Title I funds to further develop our parents in providing academic support for students in the home.
3. Weekly meetings of administration and staff, by department and grade, to improve supervision and instruction.
4. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
5. Allocation of Title I funds for test prep materials and the teaching of test taking strategies.
6. Acquisition and distribution to all teachers of curriculum guides, classroom materials, Acuity testing results, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
7. Fall conferences with all teachers to set their professional pedagogical goals.
8. Regular clinical observations of teachers including pre- observation and post-observation conferences and the allocation of additional support for any teachers who need it.
9. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. Teacher maintenance of parental contact logs.
2. Attendance outreach to late and absent students.
3. Teacher dissemination of semester course outlines.
4. Fall and Spring parent teacher conferences.
5. Maintaining an environment that welcomes parents to make appointments with advisors on a need basis.
6. Guidance workshops for parents on issues of concern to the parents.
7. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from the High School.
8. To provide parents with timely information about all programs through newsletters, flyers, and a website and provide translations whenever feasible.
9. The convening of an annual Title I meeting for parents to inform them of the Title I program and parents' right to be involved.

10. To set aside time on the agenda of every regular monthly PA and School Leadership Team meeting to address Title I issues.
11. Maintenance of a Parent Association and School Leadership Team.
12. Parent sponsored parent needs assessment.
13. Regular notices home from the Parents and the Administration.
14. Sub committee meetings for parents of seniors to address their particular concerns.

We further seek to promote parent responsibility for supporting their children's learning through the following:

To this end, the Parents/ Guardians of our students agree:

1. To communicate with teachers about their children's educational, social, and emotional needs.
2. To communicate and cooperate with the school on issues of health and safety.
3. To respond to the PA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
4. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
5. To attend PA forums on helping students to be successful.
6. To read with their children the NYC Board of Education statement of students rights and responsibilities.
7. To support school representation on Superintendent's Advisory Councils.
8. To support the school Discipline Code.
9. To work with his/her children to improve punctuality, attendance, homework, and study time.
10. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
11. To share the responsibility for improving student achievement.
12. To respond to calls to serve on a variety of PA subcommittees.
13. To join in school celebrations of the success of students.
14. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
15. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.

To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college fairs.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 03M494 **School Name:** The High School of Arts and Technology

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The High School of Arts and Technology did not meet its AYP in the area of "All Black" for ELA in the 2010-2011 school year. This is the first time in 9 years that the school did not meet its AYP. When looking at the data and isolating trends, the 4 black students who were not successful or were not tested in ELA were students who did not come to school on a regular basis. These students had an average of 40.5% attendance rate. The attendance rate of these students began to fall in the spring of their sophomore year. In addition, each of these students was behind in credit accumulation. If a student does not attend school, they cannot receive instruction. The effect of both of these is that students are not regent tested.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

For the current cohort, students have been identified and paired up with a teacher mentor. The teacher will be working with two students on making progress towards passing the ELA Regent exam. Targeted students were also scheduled for Saturday School where they have been working with 2 ELA teachers on practice regent exams and ELA skills. Once the results are back in January, students who were not successful on passing the exam will be programmed for a seminar class with a lead ELA teacher. Students will continue to work on necessary skills during this time. Finally, students will be programmed for Saturday School in the spring.

For students with a history of attendance concerns, the Assistant Principal and the Attendance Teacher are working together at targeting students and planning interventions. The guidance counselors of each of the students will also be conducting outreach to the families to encourage the students to return to school.

The teachers and administrators will be attending professional development targeted at meeting the needs of our black students. We will be working in teacher teams using the texts "Motivating Black

Males to Achieve” and “Differentiating Instruction” to motivate changes in instruction for our targeted group.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Title I funds each year are used to support teacher development. We have partnered with the National Staff Development Council and hired a consultant who will come in and work with the staff on differentiation and building teacher teams. In addition, the Assistant Principal prepares and delivers quality professional development every day for teachers on best practices in the classroom. Each of these opportunities supports teachers in becoming better at their craft. When the quality of instruction increases so will student achievement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All new teachers are mentored by lead teachers. Lead teachers meet with their mentees and review lesson plans, materials, strategies on a daily/weekly basis. In addition, any teacher who is struggling works with their Assistant Principal on creating strategies which will work at increasing student achievement. Lesson plans are collected and constructive feedback is given to teachers.

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.

The principal announced our current status to the SLT. Parents voiced their concern and asked meaningful questions. A letter will be sent home to the parents explaining our current status and our plan for meeting our AYP in ELA as we move forward.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/ Bill Bonner	District 03	Borough Manhattan	School Number 494
School Name The High School of Arts and Technology			

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

Principal Anne Geiger	Assistant Principal Stacey Bergin and Tesfa Stewar
Coach type here	Coach type here
ESL Teacher Bianca Clark-Mohamed	Guidance Counselor Dr. Mainzer
Teacher/Subject Area Omar Ramirez/Science	Parent type here
Teacher/Subject Area Abbey Hope/ELA	Parent Coordinator Roy Balgobin
Related Service Provider type here	Other type here
Network Leader Bill Bonner	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	30
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		

D. School Demographics

Total number of students in school	637	Total Number of ELLs	64	ELLs as share of total student population (%)	10.05%
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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. At Arts and Technology High School, newly admitted students receive their first interview with the Guidance Counselor. During the interview, both students and parents are provided with any additional information necessary about the school and an informal interview is conducted for students who may be in need of ELL services. The Guidance Counselor provides the parents with the Home Language Identification Survey (HLIS) and explains its purpose. Our Guidance Counselor is bilingual in Spanish but in the event that another language is needed, there are individuals on staff and in the six other schools that share the building, who will interpret information and work with the parents. The Home Language Survey is then completed with the Assistant Principal, Stacey Bergin.

Once a student is identified as a native speaker of a language other than English and the information is provided on the HLIS, he/she is administered the LAB-R by an ESL Teacher or Administrator. If the LAB-R assessment determines that the student is in need of ESL he/she is provided with services as mandated by the state and is entitled to receive services until determined otherwise by the New York State English as a Second Language Achievement test (NYSESLAT). If a Spanish speaking student is not successful on LAB-R, the Spanish LAB is administered to determine language dominance.

Before the administration of the NYSESLAT, the RLER report is generated in order to ensure that all eligible ELLs are scheduled to take the NYSESLAT. Ms. Clark and Ms. Bergin review the RLER report and create a testing schedule. Students and parents are informed via mail and through phone calls home of the NYSELAT testing schedule. The NYSESLAT is then administered to ELL students annually in the spring. The NYSESLAT is administered by ESL Teachers and Administrators. The four components of the exam are scheduled back to back over a period of 4 days. Students who miss a section or sections are rescheduled for a make up day during the NYSELAT testing window. The ESL teacher, advisors, and school administrators are in constant contact with students and their families in order to encourage the students to complete the testing sequence.

2. The structures in place at our school to ensure that parents understand all three program choices are as follows:

Onsite orientation is given to parents within ten days of for newly registered students who are ELL eligible based on the HLIS report and LAB-R testing. This orientation is provided by a licensed ESL teacher. The NYCBOE Parent Orientation video is shown in the parent's native language when available, ELL program options are explained to the parents, and an overview of the programs currently offered by the school is given. The parents then indicate their program preference by completing the ELL Program Selection Form. Eligible parents are given this orientation is provided within ten days of registration to facilitate their child's appropriate placement into the ELL program of the parents' choice. Once a student is identified as an ELL, the parent is called and a letter is sent home to alert the family of the student's new program.

In September, letters are sent home informing families of their child's score on the NYESLAT exam. This letter explains the score and what level their child is currently performing at. To follow up, parents of continuing and newly registered ELL's are invited to attend an ELL Parent Orientation in the month of October. During the orientation, program options are explained once again to parents

through the use of the NYCBOE ELL Parent Orientation Video, Guide for Parents of English language Learners brochure, and verbal explanation. Parents are requested to indicate their program preference for the school year by completing the ELL Program Continuation Form or Program Selection Form. If the time comes where enough families have requested a TBE/DL program, the administration will work with network support to begin the transition to a TBE/DL program. This would change the structure of our free standing ESL program which would in turn, change the staffing at our school. Parents would be informed continuously as changes occur.

3. In August, families are notified of their child's entitlement letters. Within the first week of school, students are also given a copy of the letter and their level of proficiency is explained. The ELL Program Selection Form/ELL Program Continuation Form and the Guide for Parents of English Language Learners brochure explaining all three program choices in the parents' native language (when available) is sent to those parents who were not in attendance to the above mentioned orientations. Continuing ELL's, whose parents do not return the Program Continuation form, are kept in the same ELL program. Newly registered students, whose parents do not return the Program Continuation Forms are placed in Freestanding ESL Education in keeping with the state mandates.

All records are maintained and filed according to student name in the Assistant Principal's office.

4. After newly arrived students take LAB-R, a score is determined and parents are informed of their child's placement. The ESL process begins and the student is programmed appropriately based upon parent choice and current school offerings. Returning students receive a placement letter in late August or early September. Placement is determined by their NYSELAT scores. Currently, the ELL program offered at Arts and Technology is Freestanding ESL. If a parent chooses another program (TBE or DL) it is explained to them that at this time, our school does not have a TBE/DL program. However, if the numbers indicate that families want a TBE/DL program, parents are contacted again about the changes to our current ESL program. It is also explained that if a parent selects TBE/DL ESL they can contact their local enrollment center to seek out a school with a TBE/DL program.

Currently, students are placed in freestanding ESL classes according to their proficiency levels (as determined by the NYSESLAT/LAB-R). An increasing number of parents have requested that their student be mainstreamed and not placed in any ELL program. It is explained to the parents in these cases that their student is mandated to receive ESL instruction until s/he receives a proficient score on the NYSESLAT. Written and oral communication is conducted in a families native language through a translator when possible. If a NYCDOE translator is not available, a proficient student is called upon to aid in translation.

All records are maintained and filed according to student name in the Assistant Principal's office.

5. During the 3 parent nights each year, parents are empowered to share their opinions and concerns about our free standing ESL program. In addition, parents are encouraged to attend Parent/Teacher night and keep in contact with their child's advisor about any comments or concerns they may have. The trend has been that 82% of parents choose to keep their child in free standing ESL. Two percent of parents requested that they would like their child placed in a Bi-Lingual Education Program. Because of parent choice, students are programmed for free standing ESL. If the number of families requesting another program increases we will begin to research how to implement these changes. However, at this time, we are not able to offer a TBE/DL program.

6. Since 82% of our parents have choose FreeStanding ESL, students are programmed according to their NYSESLAT scores. Parents are notified of their child's placement in FreeStanding ESL. At this time, the program offered at our school is aligned with the parental request for Freestanding ESL.

Part III: ELL Demographics

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
Page 28

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										18	17	17	12	64
Push-In														0
Total	0	0	0	0	0	0	0	0	0	18	17	17	12	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	23	Special Education	8
SIFE	15	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	24

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	19	4	17	6	1	24	0	2	64
Total	23	19	4	17	6	1	24	0	2	64

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
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
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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										10	13	11	6	40
Chinese										1				1
Russian														0
Bengali										1	1	2	2	6
Urdu													1	1
Arabic										1	2		1	4
Haitian										1		3		4
French											1	5	1	7
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other														0
TOTAL	0	15	17	21	11	64								

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

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

1. Students in the freestanding ESL program at Arts and Technology High School are in a self-contained ESL classes. Students receive mandated minutes based on their proficiency levels. Freestanding, Self-Contained ESL classes are heterogeneous as there are students with mixed proficiency levels within the classes. Students receive ESL classes based on their mandated minutes per the CR Part 154

2. Beginner students receive 3 ESL classes of 45 minute classes per day, which is equivalent to 645 minutes per week. This exceeds their mandated time, in order to provide them with additional support. Intermediate students receive 2 ESL classes of 45 minute classes per day, which is equivalent to 450 minutes per week. Advanced students receive 1 ESL class of 45 minute class per day, which is equivalent to 225 minutes per week. Each of the proficiency levels exceed their mandated time in order to provide them with additional support.

This year, our self-contained ELL students are receiving 4 periods of push-in support in their self contained English class.

There are 9 periods within the school day. ELL students are programmed according to their proficiency level and their required content area classes. Push in services are provided as needed to meet federal mandates.

2b. If a student is advanced they are provided with 1 period of ELA daily. The ESL class acts as a support for the advanced students who are taking ELA. If a student is intermediate or a beginner, they receive ELA services via their ESL class.

3. All instruction for ELLs is delivered in English throughout their day. Within the ESL Self-Contained classroom, students receive individualized instruction according to their needs. The ELL teacher uses several instructional materials that include, but are not limited to: Rosetta Stone, Keys to Learning, the Pearson Longman Keystone series, and leveled readers. In addition, instruction in ESL classes is differentiated by our certified ESL teacher. The following strategies are used in the ESL Classroom by teachers:

- Activating background knowledge through the use of multi-cultural materials
- Using KWL charts
- Using realia, maps, photos, and manipulatives
- Assisting ESL students in adjusting to classroom through modeling and scaffolding
- Checking student comprehension of content information

Materials chosen for class are cross-curricular and specific to aid in the support of content area teachers. ELL students are given extra time and support to complete assignments to the best of their ability. Growth in language development is monitored through daily assignments.

All teachers (content and ESL) differentiate and plan their cross-curricular instruction, they consider the multiple levels of learners within

A. Programming and Scheduling Information

the classroom. Several instructional materials are used and lessons are planned to ensure information is delivered in a variety of ways. Through the use of oral, written, demonstrations and tangible objects, teachers are able to ensure that all learners' needs are met.

Our ELL classroom is also equipped with computers for student use, software that goes along with the text, readers that are interactive, and DVD's that help with listening comprehension at the beginner through advanced levels. Dictionaries and glossaries are provided for English and the students' native languages.

4. We are fortunate to have a Spanish speaking faculty members who can evaluate students. In the instance that we have a student who speaks a language that our school cannot support, we seek out help from outside sources and from within the DOE.

5a. Instruction in ESL classes is differentiated by our certified ESL teachers. The following strategies are used in the ESL Classroom by teachers:

As teachers differentiate their instruction, they must consider the multiple levels of learners within the classroom. Several instructional materials are used and lessons are planned to ensure information is delivered in a variety of ways. Through the use of oral, written, demonstrations and tangible objects, teachers are able to ensure that all learners' needs are met.

Support structures in place for our SIFE ESL students are listed below:

Instruction:

- Interactive computer programs
- Beginning level texts and materials
- Focus on Academic and Content vocabulary

Period 9.5:

- Students receive additional help and instruction, to assist with understanding of content area materials
- ELL teachers and Content area teacher provide additional instruction if necessary
- Students are assisted with homework and test preparation

Saturday School:

- Students work closely with a content area teacher and ELL teacher to strengthen skills in the content area and improve content vocabulary

Advisory:

- Students receive additional help and instruction, to assist with understanding of content area materials

Additional Support:

- PM school is provided for students in content areas through the ELL Academy
- During this time students are able to receive further instruction and additional support

5b. Instructional Support that is in place of our beginner students:

Beginner students are hetergenously programmed with advanced and intermediate students 2 of the 3 periods for ESL. The remainder of the day is full immersion in English speaking classrooms. Through immersion, students aquire language more quickly. The advanced and intermediate students support the work of the beginner students by providing native language support in the classroom.

In addition, beginner students are provide with differentiation through modeling, leveled materials, dictionaries, glossaries, building schema, products, and rubrics.

Period 9.5:

Students receive additional help and instruction to assist with understanding of content area materials. Ell teachers and content area teacher provide additional instruction if necessary if necessary. In addition, students are assisted with homework and test preparation.

Saturday School: Students work closely with a content area teacher and an ELL teacher to strenghtne skills in the content area and improve content vocabulary.

Advisory: Students receive additional help and instruction to assist with understanding of content area materials.

Additional Support: PM school is provided for students in content areas. During this time students are able to receive further instruction

A. Programming and Scheduling Information

and support.

5c. Instructional support structures in place for ELLs receiving 4-6 years:

Intermediate ELLs are programmed for 2 periods of ESL per day in addition to their content classes. Content teachers are aware of who their ELL students are and adjust instruction within the classroom to address their learning needs. Teachers focus on building schema, scaffolding material, using graphic organizers, note taking, and many hands on activities. In addition, students are provided with the following instructional supports:

Period 9.5: Students receive additional help and instruction to assist with understanding of content area materials. ELL teachers and content area teacher provide additional instruction if necessary if necessary. In addition, students are assisted with homework and test preparation.

Saturday School: Students work closely with a content area teacher and an ELL teacher to strenghtne skills in the content area and improve content vocabulary.

Advisory: Students receive additional help and instruction to assist with understanding of content area materials.

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)		
5d. Support Structure of Long-Term ELLs:			
Our long-term ELLs are primarily students who have interrupted education during their time here in the United States. Many of these students miss opportunities to test out of ESL and as a result, have spent many years as an ESL student. We continue to offer the same instructional strategies for our long-term as our be			
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
Period 9.5: Students receive additional help and content area teacher provide additional instruction			
	Freestanding ESL		
100%			
75%			
50%			
25%			
Saturday School: Students work closely with a content area teacher and an ELL teacher to strenghtne skills in the content area and improve content vocabulary.			
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.

and support.

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)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- How do you ensure that all ELL students are provided with appropriate language and content supports?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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9. When students have scored the required level for proficiency on the NYSESLAT exam, they are provided with additional support services for two years. This support includes extended time on the examination, access to the exam in their native language, and glossaries.

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11. There will be no changes to the current ELL program.

12. Beyond the additional support programs in place specifically for ELL students, ELL students are able to participate in a variety of after school programs offered to students throughout the entire school. These after school programs are:

- Chess Club
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13. The ESL classroom is equipped with computers for student use. These computers are equipped with language acquisition programs

B. Programming and Scheduling Information--Continued

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13. The ESL classroom is equipped with computers for student use. These computers are equipped with language acquisition programs (Rosetta Stone), the internet, and word processing. Students are engaged in lessons that require the use of the classroom technology.

Courses Taught in Languages Other than English

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

Math:

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.

Paste response to questions 1-3 here

1-3. Professional development for teachers of ELL's will be facilitated at a school wide level (Topic: best practices for content areas for teachers of ELL's). Each department will be meeting individually with the ELL Team to discuss professional development topics related to instruction and testing modification, teachers will receive memos which identify ELL's and testing modifications.

We provide additional professional development opportunities to further develop pedagogical skills of staff who work with the ELL students. Books will be provided in the multiple native languages of students (Spanish, Arabic, Chinese, Albanian, French, and Tibetan) for their independent reading.

The following ELL training and professional development and support will be provided to our teaching ESL staff during the 2009-2010 school years:

- 2 school-wide, all-staff professional development sessions will be given on the subject of scaffolding instruction and best practices for ELLs, one during the fall and another during the spring.
- ESL teacher will receive the opportunity to attend professional development workshops offered through regional and national (TESOL) organizational trainings.

Currently our ELL staff meets weekly for professional and curriculum development.

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?

Paste response to questions 1-4 here

1. ELL parents at Arts and Technology High School, have the opportunity to participate in school programs and events. Information flyers are translated and provided to students (when available) in their native language, to ensure that parents are aware of the opportunities that arise. Parents are also invited to the school several other times during the school year.

ELL parents are invited to attend an informational parent night at the beginning of the school year, so that they can learn about their student's current placement. At this meeting parents are also informed of the several activities that will occur during the school year and they have the opportunity to discuss any questions or concerns they may have.

2. Arts and Technology high school does not participate with other agencies or community based organizations.

3/4. ELL parents also work closely with ESL teachers to plan the ESL Achievement Night, which is held annually in May/June. This themed event is held annually to acknowledge the academic achievement of students in the freestanding ESL program. Students receive awards for their achievements and are acknowledged for their dedication to education. Parents are invited to attend and to assist in the planning of the event. District the ESL Achievement Night is held annually to acknowledge the academic achievement of students in the freestanding ESL program. Students receive awards for their achievements and are acknowledged for their dedication to education. Parents are invited to attend and to assist in the planning of the event.

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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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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%	

B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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8. All intervention programs for ELLs in ELA, math, social studies, and science areas are offered in English only. In order to increase reading comprehension across the board, ELL students use the REWARDS program. This reading comprehension and writing program builds the foundation skills for readers and writers. Every class in school requires that students read and write, so the REWARDS program is a cross curricular approach to building necessary skills. Our Academic intervention programs include the ELL Academy, Saturday School, and lunch and learns. In addition, advisories are utilized as a time where students work in teacher directed tutorial groups. Here, advisors can monitor student progress and support students across the curriculum. Finally, students are able to receive tutoring during period 9.5.

9. When students have scored the required level for proficiency on the NYSESLAT exam, they are provided with additional support services for two years. This support includes extended time on the examination, access to the exam in their native language, and glossaries.

10. We will continue with the current programs we have. ESL students take advantage of Saturday school. They enjoy the smaller student to teacher ratio. Here students are able to work with teachers in small groups. In a smaller group setting, ELLs are willing to take more risks with content and their language skills. Budget permitting, for the 2011-2012 school year it is hoped that we could reinstitute the ELL Academy on a larger scale. The ELL Academy was a successful after school program provided to ELL students. Students were able to explore and learn about various regions of NYC. Providing them with opportunities to experience this great city, allowed them to gain confidence in adapting to their new surroundings. In the past two years, we have had approximately 60% of ELLs attend Saturday School or the ELL Academy.

11. There will be no changes to the current ELL program.

12. Beyond the additional support programs in place specifically for ELL students, ELL students are able to participate in a variety of after school programs offered to students throughout the entire school. These after school programs are:

- Chess Club
- National Honor Society
- Student Council/Government
- Mouse Squad (technology club)
- Japanese Club
- Film Club
- Poetry Club
- Spanish Club
- Gay/Straight Alliance
- Yearbook

Every September, a calendar is mailed out to every family in our school. Events are clearly labeled on the calendar and students post invitation to events all over the school. In addition, students visit advisories to promote their club or event. Advisors also act as a catalyst for students to join or start a club of their interest. It is our school policy that there are no exemptions from club membership.

13. The ESL classroom is equipped with computers for student use. These computers are equipped with language acquisition programs (Rosetta Stone), the internet, and word processing. Students are engaged in lessons that require the use of the classroom technology.

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.

Paste response to questions 1-3 here

1-3. Professional development for teachers of ELL's will be facilitated at a school wide level (Topic: best practices for content areas for teachers of ELL's). Each department will be meeting individually with the ELL Team to discuss professional development topics related to instruction and testing modification, teachers will receive memos which identify ELL's and testing modifications.

We provide additional professional development opportunities to further develop pedagogical skills of staff who work with the ELL students. Books will be provided in the multiple native languages of students (Spanish, Arabic, Chinese, Albanian, French, and Tibetan) for their independent reading.

The following ELL training and professional development and support will be provided to our teaching ESL staff during the 2009-2010 school years:

- 2 school-wide, all-staff professional development sessions will be given on the subject of scaffolding instruction and best practices for ELLs, one during the fall and another during the spring.
- ESL teacher will receive the opportunity to attend professional development workshops offered through regional and national (TESOL) organizational trainings.

Currently our ELL staff meets weekly for professional and curriculum development.

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?

Paste response to questions 1-4 here

1. ELL parents at Arts and Technology High School, have the opportunity to participate in school programs and events. Information flyers are translated and provided to students (when available) in their native language, to ensure that parents are aware of the opportunities that arise. Parents are also invited to the school several other times during the school year.

ELL parents are invited to attend an informational parent night at the beginning of the school year, so that they can learn about their student's current placement. At this meeting parents are also informed of the several activities that will occur during the school year and they have the opportunity to discuss any questions or concerns they may have.

2. Arts and Technology high school does not participate with other agencies or community based organizations.

3/4. ELL parents also work closely with ESL teachers to plan the ESL Achievement Night, which is held annually in May/June. This themed event is held annually to acknowledge the academic achievement of students in the freestanding ESL program. Students receive awards for their achievements and are acknowledged for their dedication to education. Parents are invited to attend and to assist in the planning of the event. District ESL Achievement Night is held annually at the school site. Parents are invited to attend and to assist in the planning of the event.

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?
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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)										3	4	0	0	7
Intermediate(I)										9	9	6	8	32
Advanced (A)										4	3	10	4	21
Total	0	0	0	0	0	0	0	0	0	16	16	16	12	60

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										4	4	6	3
	P													

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	13		1	
Integrated Algebra	31		3	6
Geometry	4		4	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		1	
Earth Science	7		7	
Living Environment	23			7
Physics				
Global History and Geography	11		0	0
US History and Government	19		2	
Foreign Language	21			19
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.

Paste response to questions 1-6 here

- Currently we are using the San Diego Quick reading assessment. This assessment gives us a snap shot of the reading levels of our ELL students in English.

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

2. Across grades, the data reveals that students are more proficient speakers and listeners of English than readers and writers. The data suggests that as students are promoted to the next grade, their English proficiency is advancing. This data is derived from analyzing NYSESLAT scores of our ELL population, for whom a NYSESLAT score was given (as reported on the RLAT). Currently, we have an ELL population of 64 students (grades 9th-12th), however data (broken down by modality – listening, speaking, reading, writing) The students' scores will then determine their level of placement for ESL instruction. It should be noted that the NYSESLAT reports modality scores as pairs (Listening/Speaking and Reading/Writing) and not as individual components.

According to the data, there are 6 students who are beginners, 36 Intermediate students, and 22 Advanced students. An increasing amount of students have mastered their BICS (basic interpersonal communication skills). However, these students need additional support with reading comprehension and writing. This accounts for a higher number of students scoring at the intermediate level.

3. Considering that the majority of our ELL population is composed of intermediate to advanced listeners and speakers of English and that their placement was largely based on their reading and writing scores, our curriculum focuses on heavily on literacy skills. Specifically, we offer a literature-content based curriculum that focuses on improving students' reading and writing skills while fine tuning their academic speaking and listening skills.

4. Since much of the information in our current world is transmitted through oral exchanges, our students achieve a much higher score on the listening/speaking portion on exams. They continue to struggle with formal areas of writing and reading. Texts that are dense are even more difficult for our students to master. When exams are available in a student's native language, they have scored higher. However, not all exams are available in all languages.

4 b. School leaders and teachers are using ELL assessments to make decisions about programming and course content. In addition, student work is evaluated for growth and used in creating support systems.

4c. What we are learning from the assessments is that our students are making progress, but for many of them, the progress takes longer than 6 years.

5. N/A

6. Students in the Freestanding ESL program receive all of their core content area instruction in English. Depending on their placement (as determined by the NYSESLAT/LAB-R), our Ells receive 1-3 periods of ESL daily, as mandated.

Teachers use both formative and summative assessments throughout the school year to determine the performance of ELLs in their classroom. These assessments provide teachers with information to inform their instruction. Teachers determine whether or not students are learning the skills they need to attain, which are aligned with the state standards.

Special emphasis is placed on writing across the curriculum. The Writer's workshop model is a key component of the ESL curriculum. There is also a strong reading component to instruction for students that placed at the intermediate level. They also engage in analysis of text across content areas. We measure their success in writing through both teacher made tests and standardized tests in each subject across the curriculum.

The NYSESLAT also serves as an evaluation tool for ESL teachers, as it helps to determine whether or not students are progressing in the way they should and what areas remain to be a weakness.

The results of these assessments helps us to determine what new programs we may need to institute and what areas we need to focus on to enhance the academic performance of ELL students.

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: _____ **School Name:**

Cluster: _____ **Network:**

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.

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.

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.

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.

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>.

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: The High School of Arts and Te	DBN: 03494
Cluster Leader:	Network Leader: Bonner
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The supplemental Saturday and afterschool program has been implemented to support our ELL students. The rationale behind this supplemental program is to provide additional support for our ELL community as they work towards meeting New York State's rigorous standards. It is our hope that by providing additional opportunities for our ELL students that they will be further their progress in obtaining English Proficiency.

Both programs will serve grades 9-12, be supported by 5 teachers and instruction will be in English. The afterschool program will concentrate on nearby field trips to give students the opportunity to experience the English language in action. The after school program will run twice a week for 2 hours. If need, be, adjustments can be made in the schedule. Saturday Academy provides a more structured opportunity for students to work in smaller groups on school related assessments. Here students will be able to receive skill based instruction which will be able to transfer to the state assessments. Saturday Academy runs from 9 a.m. through 1:30 p.m.

Materials for both of the programs will vary according to student need and interest. The afterschool program will require admissions to museums, plays, cultural venues, and a snack. Saturday Academy will require bi-lingual dictionaries, differentiated texts, independent reading books, computers, the internet, and Rosetta Stone software.

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: Every teacher in our school is a teacher of ELL students. The ELL population is the responsibility of the entire school community. Weekly professional development periods have been established for teachers to meet and practice best practices for ELL students. Teachers will evaluate student work, suggest adjustments in assessment, and establish a skill based focus in the content areas. Administrator and teachers of ELLs will attend trainings provided by our CFN and will be prepared to turnkey new information to the remainder of the faculty. In addition the ELL teacher will attend Qtel training in the spring through WestEd. Also in the spring, teachers will receive training in differentiation through Learning Forward.

Part C: 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: Parents of ELL students are an important aspect of our student population. At this time, we are planning ELL classes for our parents. This is an area of high need for our school. Many of our parents are not literate in their native language, so they really want to be able to communicate effectively in English. We believe that if parents are learning along side their children, there will be sense of accomplishment as they work together on tacking language hurdles. Classes will be held on Saturdays since most of our parents work. Parents will be notified of classes via the U.S. Postal Mail and through our school messenger phone service. Classes will be led by our ELL teacher.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		