



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : TALENT UNLIMITED HIGH SCHOOL FOR THE PERFORMING ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M519

PRINCIPAL: LINDA HAMIL **EMAIL:** LHAMIL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
Linda Hamil	*Principal or Designee	
Victoria Cappiello	*UFT Chapter Leader or Designee	
Juanita Faulkner	*PA/PTA President or Designated Co-President	
Cristine Sanchez Sean Scantlebury	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Renee Turck	Member/Teacher	
Joseph Brogan	Member/Teacher	
Jason Rann	Member/Teacher	
Helen Mesquita	Member/Parent	
Marisol Vicente	Member/Parent	
Toni Lewis	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

Annual Goal #1

- To expand Arts Integration in both the academic and arts curriculum.

This will be evident by implementation of arts into academics and academics into arts with common lessons built into the course curriculum. By June 2012, Arts integration will increase in both arts and academic classrooms by 50% as evidenced by a minimum of 12/25 teachers (17 academic and 8 arts) implementing arts tools into their lessons. This means infusion across the arts and academic curriculum. As part of the measurable outcomes, each teacher will compare unit exam results from units that infuse the arts to those that do not. While these units may consist of different content and difficulty level for students, the use of infusing arts into an academic setting has been noted to inspire students in our school.

Comprehensive needs assessment

- Our recent Learning Environment Survey showed 69% of our students agreed that “teachers inspire me to learn.” We would like to raise this feeling among our students. In the 2008/2009 school year, our data analysis from prior arts integration projects showed an increase in academic achievement as evidenced by our 9th grade English passing increasing from 85.31% to 90.32% during an arts interdisciplinary project in the marking period. Scholarship reports and course assessments revealed the arts reflect the individual learning styles of our students and when infused into the academics, our student achievement rate rose. This was noted in Epic Theatre Ensemble projects in English and in reflections from students after integrated arts in a math class lesson as well.

Instructional strategies/activities

- On June 9, 2011 at the Metropolitan Museum of Art, a staff PD on arts integration was held where the entire staff visited the Metropolitan Library Collection of lesson plans infusing arts into academic courses. Grade Level teacher teams will be meeting once a month to address student learning styles and needs as well as curriculum mapping between academics and arts courses. We will use objective evidence throughout the year to evaluate our progress: Minutes generated in planning sessions will reflect applied curriculum; PD agendas in Arts/Academic mapping; PD agenda in the Arts Integration session; Class Stage Company schedule of classroom visits; Scholarship reports reflecting increased student marks; Classroom observations; and Collection of student work reflective of achievement. In addition, measurable outcomes will include the following:
 - 12 academic teachers will implement lessons with arts infusion
 - Compare assessments from units with and without arts infusion
 - Collect Reflections from students after unit with arts infusion
 - Teachers will participate in Arts Integration Professional Development supported by Exploring the Arts and weekly during school-wide Professional Development meetings
 - Teachers will use common planning time to create arts integrated curriculum
 - Curriculum mapping in the academics and arts will be explored by teachers
 - Inquiry Team will explore the connection of Differentiated Instruction through use of the arts

- Data specialists will monitor and record assessment results from scholarship reports and share results with the faculty
- We will use evidence from Target Groups identified from our Grade Level meetings to assess the effectiveness of our instructional strategies and activities.
- Students identified should show improvement in academic and classroom setting performance.

Strategies to increase parental involvement

- Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. In order to increase parental involvement to expand Arts Integration in both the academic and arts curriculum, we continue many practices that have become a staple of the Talent Unlimited High School for the Performing Arts community which include the following:
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
 - providing electronic communication (EChalk) with school email, school online newspaper, calendar, student grades for selected courses and assignment review;
 - providing additional student achievement information through progress reports or marking period reports cards which are received by the parents every three (3) weeks;

- presenting school-wide student performances and events that feature student work to ensure parent participation and attendance.

Talent Unlimited High 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- We offer our staff Professional Development opportunities weekly, daily mentoring and supportive measures and professional learning opportunities with our partner organizations. Professional development is facilitated by teachers in both the Arts and Academics. Shulman said: "Authentic and enduring learning occurs when the teacher is an active agent in the process—not passive, nor an audience, not a client or a collector. Teacher learning becomes more active through experimentation and inquiry, as well as through writing, dialogue, and questioning. Thus, the school settings in which teachers work must provide them with the opportunities and support for becoming active investigators of their own teaching." Attracting and retaining Highly Qualified Teachers requires that we value the professionalism of our staff. We believe that continuous learning offers one another the opportunity for continuous growth which will lead to increased student performance.

Service and program coordination

- To address the Federal Career and Technical Education Improvement Act, we offer rigorous and Regents-approved standards for graduation, reflecting the common core state standards, a cohesive sequence of academic courses paired with CTE courses and integrated content, building to both basic and enhanced competencies in the arts and the academics, and specific mechanisms that connect the entire high school program to a related industry and Post secondary pathway. With our goal of expanding Arts Integration in both the academic and arts curriculum, we believe that our service and program coordination will lead to improved student performance and greater cooperation among the arts and academic faculties. Expanding Arts Integration in both the academic and arts curriculum aligns with our vision and mission statement of Talent Unlimited High School which is to develop Citizen/Artists.
- Our program is enhanced by staff, and professional development workshops and student activities supported by Exploring the Arts as well as a variety of CBO's from our community such as Martha Graham Dance, ABC News, Epic Theatre Ensemble, Inter School Orchestra, Classic Stage Company, MTV, Boston Pops, "Western Wind" Vocal Ensemble and Sweet Plantines. These organizations are vital in providing various important services, performing arts development, educational support and mentoring to our students.

Budget and resources alignment

- While our budget and resources are limited, we have set aligned the following:
 - VTEA funding used for CSC Theatre support and Pearl Theatre classical performances attended by our students and staff will assist in expanding Arts Integration in both the academic and arts curriculum.
 - OTPS for instructional supplies is available
 - Funding for Data specialists for needed assessment data has been set aside

- Per Session funds has been allocated from VTEA to support arts/academic integration projects
- Funding from Exploring the Arts through grants helps enhance instruction with an additional Arts teacher and guest Artists who connect with academic instruction.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To integrate common core state standards (CCSS) practices into instruction as evidence by implementation of a core practice **task** each semester in the 4 core academic courses.

Comprehensive needs assessment

- After a year of PD with our Network facilitator on the CCSS, the Humanities, Math and Science, we will put this study into action through integrated projects and tasks throughout the year within their departments. We look to have our core academic teachers will implement CCSS Tasks. They will compare assessments from units with and without CCSS Tasks. In addition, by June 2012, Science will implement a task infusing literary strategies as pertained to core practices in literacy and writing, Math will implement the “Math Talks” task throughout their course of study and the Humanities will implement the task of “Argument vs. Opinion” writing elements in Regents based courses.

- In order to integrate common core state standards practices into instruction we have developed an action plan that empowers teachers and encompasses new strategies and ways of learning. We plan on the following:
 - Academic teachers will create target groups for their respective subject area highlighting student underachievers.
 - Receive PD in CCSS strategies and Tasks
 - Design lessons that implement CCSS Tasks
 - Deliver these lessons within a unit
 - Compare the results of unit assessments from units with and without CCSS infusion

The evidence we will use to evaluate our progress towards meeting our goal of integrating CCSS practices include examining the minutes of Humanities meetings, evaluating Student sample writing that is evident of meeting CCSS in this writing task and cataloging the Computer room log reflecting student writing time.

Strategies to increase parental involvement

- Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. In order to integrate common core state standards (CCSS) practices into instruction as evidence by implementation of a core practice **task** each semester in the 4 core academic courses, we continue many practices that have become a staple of the Talent Unlimited High School for the Performing Arts community which include the following:
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
 - providing electronic communication (EChalk) with school email, school online newspaper, calendar, student grades for selected courses and assignment review;
 - providing additional student achievement information through progress reports or marking period reports cards which are received by the parents every three (3) weeks;
 - presenting school-wide student performances and events that feature student work to ensure parent participation and attendance.

Talent Unlimited High 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers have been a critical voice in the development of the common core state standards. The National Education Association, American Federation of Teachers, and National Council of Teachers of Mathematics have been instrumental in bringing together teachers to provide specific, constructive feedback on the standards. Each school year, we lose two to three teachers due to retirement, relocation, and other circumstances. Ensuring a collaborative and continuous learning environment based upon common core state standards and having a curriculum that adheres to the highest standards will make Talent Unlimited High School more attractive to highly qualified teachers. In addition, we will give "constant feedback" using the Danielson framework as our model. Administrative staff will visit classrooms daily, conduct walkthroughs, and provide an environment for a continuously reflective practice.

Service and program coordination

- The New York State Board of Regents adopted the Common Core State Standards (CCSS) for English language arts & Literacy in History/Social Studies, Science, and Technical Subjects and the CCSS for Mathematics as new learning standards for New York State as of July 19, 2010. With our school-wide curriculum we have adhered to the standards and look to further concretize CCSS practices throughout our instructional offerings. With professional development and continuous learning among our faculty, we continue to insure that our students are ready to meet the challenges ahead on a daily basis.
- Our program is enhanced by staff, and professional development workshops and student internships supported by Exploring the Arts as well as a variety of CBO's from our community such as Martha Graham Dance, Classic Stage Company, MTV, and Sweet Plantines. These organizations are vital in providing various performing arts developmental opportunities, educational support and mentoring to our students.

Budget and resources alignment

- In order to align our budget and resources to our goal of integrating common core state standards practices into instruction, we have allocated the following:
 - OTPS for instructional supplies
 - Funding for data specialists for needed assessment data
 - Per Session money allocated for grade advisors and inquiry teams
 - Title I funding has been allocated
 - Professional Development common periods has been scheduled

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

- To move 11th grade students in the School's lowest third who are off track for graduation, back on track towards 4-year Graduation

Comprehensive needs assessment

- In addition to continuous monitoring, assessment, and intervention throughout the school year, as indicated in our scholarship reports, progress reports, students are identified by the end of the 10th grade year for credit recovery strategies. Closing achievement gap in the 11th grade, 21 students make up the lowest 3rd in our school. In Science- 15 students are behind credits needed for graduation. By June 2012, 11/15 students will be on pace towards graduation, as measured by their completion of 1 yr of science (2 credits earned). In Math- 5 students are behind credits needed for graduation. By June 2012, 3/5 students will be on pace towards graduation, as measured by their completion of 1 yr of math (2 credits earned). In English 6 students are behind credits needed for graduation. By June 2012, 3/6 students will be on pace towards graduation, as measured by their completion of 1 yr of English (2 credits earned). * Note some of these students will retake previously failed English course in order to remain on track to graduate in 4 years. In History - All 21 students are on track to graduate and have 4 credits entering their 11th grade. The goal remains that 19/ 21 remain on track and have accumulated 6 credits by June 2012.

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
 - Work with guidance to identify credit deficient juniors.
 - Use scholarship reports, Regents data, ARIS, and Acuity to identify 11th grade target group.
 - Grade-Level, and Academic and Arts Department teams will be informed of target groups for data assessment collection.
 - Teacher teams will meet during a common planning/meeting time, scheduled 4th period of every school day.
 - Teachers will meet in teams to analysis target group work, to case conference, and to set up student action plans.
 - Administration, guidance, and data specialists will prepare a pre-orientation meeting for all grade levels which includes targeted population that focuses on graduation requirements and goals needed to achieve credit accumulation.
 - All students, including the target group will have a pre-orientation meeting prior to the opening of school to set goals, review transcripts and their current class schedule.
 - Inquiry teams will address needs of the targeted population and support teachers with teaching strategies.
 - Guidance conferences with at risk students will be take place.
 - Parent/Student conferences will be scheduled with guidance, administration, and teachers to implement action plan for success.
 - Credit recovery opportunities will be put in place to facilitate credit accumulation for target group.
 - Extended Day tutoring programmed in at-risk student schedules.
 - Teachers will mentor at-risk groups with the target population.
 - Phone calls placed every morning to address attendance for students at-risk.

- Progress Reports will be mailed home every three weeks.
- Electronic grade books will help parents
- Scholarship Reports
- Teacher packets for ARIS and target group planning
- Scholarship Reports.
- Guidance conference log with at-risk students.
- Parent/Student conference log.
- Grade level and departmental meeting minutes.
- Power Point disk and student packets used at student Pre-orientation.
- Student Goals and action plans for success.
- Inquire Team minutes.
- Independent Study Progress Report.
- Progress Reports/ Report Cards every three weeks to parents.
- Classroom observations (of Differentiated Instruction applied to at-risk students)
- Mentoring logs
- Daily attendance records
- Regents/Saturday School Intensive attendance sheets.
- Extended Day tutoring attendance sheets.
- E-chalk/electronic grade book hits monitored

Strategies to increase parental involvement

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High School for the Performing Arts community which include the following:

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

Talent Unlimited High 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- We believe that improving student achievement among our 11th graders will assist Talent Unlimited High School in attracting Highly Qualified Teachers. The use and evaluation of professional development data during common planning as well as "larger field of data" analysis give added support to our Highly Qualified Teachers. In our 2010 to 2011 School Survey, 90% of our teachers identified high standards in all of our classrooms. In addition, according to the National Education Association, "...schools will also need to look at the retention of teachers already in the workforce and understand the reasons teachers leave. Some sources estimate that 50 percent of the teachers currently in our classrooms will

either retire or leave the profession over the next five to seven years. The statistics for teacher turnover among new teachers are startling. Some 20 percent of all new hires leave the classroom within three years. In urban districts, the numbers are worse. Close to 50 percent of newcomers leave the profession during their first five years of teaching..." Maintaining Highly Qualified Teachers in 11th grade may lead to better academic performance on State Level assessments for our juniors as the junior year may be more rigorous in meeting Regents-based standards.

Service and program coordination

- NCLB has set a minimum standard for high school graduation and holds schools accountable. The New York State Board of Regents has set an aspirational goal that 95% of students in each public school will graduate within five years of first entry into grade 9 as well. The graduation rate for the 2005 total cohort through June 2010 for Talent Unlimited was 99%. Therefore, we met the NCLB graduation rate and remain a school in good standing. Moreover, we surpassed the New York State Board of Regents aspirational standard. We believe moving 11th grade students in the School's lowest third who are off track for graduation, back on track towards 4-year Graduation, will ensure that we maintain our NCLB rating and improve upon our aspirational graduation rate as well.
- Our program is enhanced by staff, professional development workshops and student academic support by Princeton Review SAT Prep and Hunter College – College Now program as well as a variety of CBO's from our community such as Martha Graham Dance, ABC News, Epic Theatre Ensemble, Inter School Orchestra, School of Contemporary Dance, The American Folk Art Museum, "Western Wind" Vocal Ensemble and Sweet Plantines which provide internships and work-based skills. These organizations are vital in motivating and mentoring this student population.

Budget and resources alignment

- Contracts for Excellence provides funding for Saturday School Credit Recovery; Regents Prep; Mock Regents Prep
 - TL Children First Inquiry funding supports Inquiry team which addresses credit recovery in many respects
 - Common planning time scheduled
 - OTPS for instructional supplies
 - Funding for data specialist supplying the needed data on target students.

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	46	40	31	7	0	0	0	0
10	0	7	4	0	0	0	0	0
11	0	1	2	1	0	0	0	0
12	3	2	1	3	0	0	0	0

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"> • Individual small group tutoring before and after school and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, computers, etc.) • Saturday School • Parent meetings • Parent/Teacher meetings • Weekly progress reports • Peer to Peer Health Advisory
Mathematics	<ul style="list-style-type: none"> • Individual small group tutoring before and after school, and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, manipulative, etc.) • Saturday School • Parent meetings • Parent/Teacher meetings • Weekly progress reports
Science	<ul style="list-style-type: none"> • Individual small group tutoring before and after school, and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, laboratory materials, etc.) • Saturday School • Parent meetings • Parent/Teacher meetings • Weekly progress reports
Social Studies	<ul style="list-style-type: none"> • Individual small group tutoring before and after school and during the school day. • Mentoring • Use of teaching tools to enhance learning (i.e. Smart Board, videos, etc.) • Saturday School • Parent meetings

	<ul style="list-style-type: none"> • Parent/Teacher meetings • Weekly progress report
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Individual, small group, and large group counseling. • Mentoring and advisory • Credit accumulation analysis and counseling • Student/Parent conferences • Parent meetings • Weekly progress reports
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Testing as needed • Annual Reviews • Tri-Annual Reviews • Individual Counseling
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Individual and small group counseling • Crisis intervention • Family History Interviews
At-risk Health-related Services	<ul style="list-style-type: none"> • Mt. Sinai Adolescent Health Center provides intervention services • Health education workshops • Section 504 accommodations for other health impaired students • LYFE program (Living for the Young Family through Education) which provides care for the children of some of young mothers in order that may continue their education.

**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 Amy Jones/Cyndi Kerr	District 02	Borough Manhattan	School Number 519
School Name Talent Unlimited High School			

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

Principal Ms. Linda Hamil	Assistant Principal Mr. Pierre Orbe
Coach Mr. Peter Iacono	Coach Ms. Danielle Herman
ESL Teacher Mrs. Elisa Prager, FL-ELL Coor	Guidance Counselor Ms. Jessica Weinreb
Teacher/Subject Area Ms. Nfor, Special Ed.	Parent Ms. Faulkner, PTA PRESIDENT
Teacher/Subject Area Ms. Cappiello, Arts	Parent Coordinator Ms. Tanya Cobran
Related Service Provider Ms. Natalie Skeet, SPARK	Other type here
Network Leader Cyndi Kerr	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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	502	Total Number of ELLs	1	ELLs as share of total student population (%)	0.20%
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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. 

aste response to questions 1-6 here

PART II- ELL IDENTIFCATION PROCESS:

1) In identifying our ELL students, we examine the ESL / LAB-R / NYSESLAT Eligibility Roster and LAB-R History Report and Scores through ATS, in the first few days that school begins and we then determine which students are current ELL's and which are to be administered the LAB-R exam during the first 10 days of school in September, Fall. We periodically review the list of new entrants to ensure that any incoming student is identified as well. Students who are enrolled at TU, meet with our guidance counselor for an incoming interview. Our guidance counselor and ELL testing coordinator meet to assess their evaluation. Our guidance counselor has met the standards set by NYS and our ELL testing coordinator has over 20 years of instructional experience in the field. In addition, the Home Language Identification Survey is given to parents at student orientation day and parents are interviewed after the orientation. Interviews conducted use an established rubric provided by the admissions committee. Based on the responses given on the HLIS, the appropriate determination is made in terms of ELL eligibility, and ELL assessment for the student. We examine test scores from prior schools and adequately program the students based upon their level of mastery. Our guidance counselor, Assistant Principal, and programmer meet to discuss placement. Moreover, our teachers in the Arts and academics structure their classes to ensure maximum individual academic instruction within the dictates of meeting major requirements. The foreign language teacher / ELL Testing Coordinator / FL Teacher is responsible for handling ELL Testing and monitoring our ELL students. Students who are tested for ESL/LAB-R/NYSESLAT exams are given their exams in serene and private settings by the ESL testing coordinator.

Talent Unlimited HS began the school year, in September 2011, with (1) eligible ELL students. This student is a new entrant student in the 9th grade. Ms. Weinreb and Ms. Prager are our guidance counselor and ELL testing coordinator respectively. Ms. Weinreb is new to our school while Ms. Prager continues her over 20 year career as administrator/pedagogue. Mr. Orbe, our assistant principal, and Ms. Turck, programmer, ensure that the school's programming meets the standards and requirements of NYCDOE and NYS.

2) We have an ELL population that represents less than 1% of our total student population. At this time, instructional support is given through individualized tutoring / instruction, advisory. Talent Unlimited HS is listed in the high school directory as a screened program. In addition, our program offerings in ESL, Bilingual, and Dual Language programs are listed as well. Talent Unlimited HS does not have an ESL, Bilingual or Dual Language Program at this time. In addition to parent communication through the NYCDOE website, we have our own website which lists the programs we offer as well. We welcome all students and make accomodations based upon the needs of all of our students. In consultation with our sister school, Manhattan International, we are able to accommodate the diverse needs of every New York City student and parent.

3) After the NYSELAT /LAB-R eligibility roster/data and students' school record through guidance and ARIS are reviewed, we then determine which students are entitled for ELL assessment and evaluation. Entitlement letters are sent to parents the first week of school every September and our eligible and entitled ELL students who are newcomers are tested with the LAB-R within the first (10) days of

school in September. Appropriate entitlement letters are sent home to parents. We refer to the ELL Parent Information Case and CR 154 tool kit from the NYCDOE to obtain the format of the ELL entitlement letters to parents. Ms. Arlene Bonilla, school aide, conducts parental outreach for entitlement letters that are not returned and follows up by contacting the students and parents, verifying home contact numbers and addresses and re-sends and verifies incoming documents. In addition, our parent coordinator, Ms. Cobran, contacts parents for parent surveys and other documents like entitlement letters. Our lead art teachers, programmer, guidance counselor and assistant principal ensure that program selection forms are completed and appropriately assigned.

4) Currently, Talent Unlimited HS does not have an ESL / Bilingual/ Dual Language program. Based upon the needs of our one ELL student, we have provided an individualized program that meets his needs and feel confident that he will attain mastery within the next school year. In consultation with Manhattan International, we have developed individualized programs for our students that continue to show improvement. The parents of our ELLs have received communication in their home language and individual counseling with our guidance counselor. We offer translation services as well.

5) Parents continue to pursue English immersion and arts majors at Talent Unlimited HS. Last year, we had 3 ELL students who passed the NYSESLAT exam and this year, we have one ELL student who may pass the NYSESLAT as well.

6) During orientation, parents and students meet with our guidance counselor and plan their individualized program.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	0	0	1								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Programming and Scheduling Information:

1) We currently serve only (1) ELL student at this time, who is in the ninth grade. This student is a new entrant student. He receives continuous support through his ELL 9th teacher, his major subjects, and additional english instruction in his major classes. This additional instruction is in English to supplement his ELL 9th grade teacher. To guide his transition to high school and through one on one instruction / tutoring, he receives additional support from his guidance counselor and ELL coordinator. We monitor his progress reports and report cards as well.

2) At this time, Talent Unlimited HS does not have an ESL / Bilingual /Dual Language Program. Overall, our ELL student receives the required ELL instructional services through his English class 45 minutes per day and his two major subjects 90 minutes per day. In addition, he receives additional support during his other core subjects which in consultation with his subject area teachers, accumulates to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students.

A. Programming and Scheduling Information

- 3) Currently, our (1) ELL student receives instruction in language development from our ELL Testing Coordinator / Foreign Language teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS standards and NYCDOE differentiated instruction strategies and techniques. Our ELL student receives individual counseling with our guidance counselor as well.
- 4) We periodically review the RLER report and assess students appropriately. Options to be evaluated in their native language is offered during orientation and individual counseling. Parents and students who choose to be evaluated in their native language are given additional support and receive mandated services. During our common planning time, we discuss student progress and review relevant data.
- 5) Differentiated Instruction is considered the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs. We also work with all of our students to assess their various learning styles. Teachers of all content areas administer a learning styles survey to all students. Once the learning styles data is collected from the students, it is then assessed by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2010-2011 and it continues as our goal / focus for this current school year, 2011-2012. We offer ELL instructional support through extended day tutoring, and Saturday school academy.
- a) Our instruction plan for students with interrupted formal education follows the standards set by Manhattan International. In consultation with our sister school (which is housed in the Julia Richmond Educational Complex) we can ensure that any SIFE students are assisted and that individual needs are addressed. First, it is important that we identify any SIFE student. With our orientation and individual consultation, we are able to determine the educational history of our students. Second, once identified, SIFE students are offered individual programs that will address their academic, emotional, and social needs. We believe SIFE students need additional support in a variety of areas. In addition to providing individual counseling, we assign a mentor from our staff for the SIFE student. During classroom instruction, students who are identified as SIFE are given additional support by our core curriculum teachers that include alternative assessments. For SIFE students, it is important that we hold them accountable to the highest standards while providing additional pathways towards excellence. Among these additional pathways, is our collaboration with several community partners and career to work opportunities. If a SIFE student requires additional time for meet the standards for graduation, we offer them the same opportunities as our other students who may not meet NYS standards within the four years of study at TU. We address the needs of SIFE students (Students In need of Formal Education) by offering them opportunities for credit accumulation and credit recovery, by having them complete summer school and Saturday School.
- b) Students who have been in US schools for less than three years are given individual programs that adhere to their parents' choices. We offer mastery in major art classes in Music, Vocal, Musical Theater, Drame, and Dance. With our major program offering and English immersion program, we can ensure that minimum standards are provided while mazimizing student achievement and success. Students who have been in US schools for less than three years are given additional mentors. While we usually may assign one teacher mentor, for students with less than three years in US schools will be assigned two mentors; one teacher mentor and another administrative mentor. Talent Unlimited HS does not have an ELL / Bilingual/Dual Language Program at this time. ELL students who have been in US schools for less than three years receive the required ELL instructional services through his English class 45 minutes per day and their two major subjects 90 minutes per day. In addition, they receive additional support during their other core subjects which in consultation with their subject area teachers may accumulate to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students.
- ELL students receive instruction in language development from our ELL Testing Coordinator / Foreign Language teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS standards and NYCDOE diffentiated instruction strategies and techniques. Our ELL students receive individual counseling with our guidance counselor as well. Depending upon their skill level in other classes, we offer supplemental support after school and parental engagement activities as well.
- c) Students who have been in US schools for four to six years are given individual programs that adhere to their parents' choices. We offer mastery in major art classes in Music, Vocal, Musical Theater, Drame, and Dance. With our major program offering and English immersion program, we can ensure that minimum standards are provided while mazimizing student achievement and success. Students who have been in US schools for four to six years are given an additional mentor. We assign one teacher mentor for students with four to

A. Programming and Scheduling Information

six years in US schools. Talent Unlimited HS does not have an ELL / Bilingual/Dual Language Program at this time. ELL students who have been in the US schools for four to six years receive the required ELL instructional services through his English class 45 minutes per day and depending upon their appropriate level of English acquisitions may receive two major subjects 90 minutes per day. In addition, ELL students receive additional support during their other core subjects which in consultation with their subject area teachers that may accumulate to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students.

ELL students receive instruction in language development from our ELL Testing Coordinator / Foreign Language teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. our ELA teacher follows NYS standards and NYCDOE differentiated instruction strategies and techniques. Our ELL students receive individual counseling with our guidance counselor as well. Depending upon their skill level in other classes, we offer supplemental support after school and parental engagement activities as well.

d) Students who are Long-Term ELLs are given individual programs that adhere to their parents' choices. We offer mastery in major art classes in Music, Vocal, Musical Theater, Drame, and Dance. With our major program offering and English immersion program, we can ensure that minimum standards are provided while mazimizing student achievement and success. Students who are Long-Term ELLs are given an additional mentor. We assign one teacher mentor for students with four to six years in US schools. Talent Unlimited HS does not have an ELL / Bilingual/Dual Language Program at this time. Students who are Long-Term ELLs receive the required ELL instructional services through his English class 45 minutes per day and depending upon their appropriate level of English acquisitions may receive two major subjects 90 minutes per day. In addition, ELL students receive additional support during their other core subjects which in consultation with their subject area teachers that may accumulate to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students.

ELL students receive instruction in language development from our ELL Testing Coordinator / Foreign Language teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. our ELA teacher follows NYS standards and NYCDOE differentiated instruction strategies and techniques. Our ELL students receive individual counseling with our guidance counselor as well. Depending upon their skill level in other classes, we offer supplemental support after school and parental engagement activities as well.

6) English immersion strategies are used throughout subjects and grade levels. Grade level meetings are held weekly and teachers align their curriculum to address the needs of ELL students. Common Vocabulary is one area of frequent alignment and discussion. As a staff, we feel that consistent use of terms will lead to better understanding of English and accelerate the use of words. ELL students are given additional support during after-school activities. Appropriate grade level ESL materials are used and consultation and use of materials from English teachers are also used.

7) Curricular, instructional, and scheduling flexibility is provided throughout our school. In order to assist ELL students with language

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%			
0%			
Dual Language			
100%			
75%			
50%			
25%			
0%			
Freestanding ESL			
100%			
75%			
50%			
25%			
0%			
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.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8) Target intervention programs for ELLs in ELA, math, social studies, and science have been developed. Teachers in core subject areas are aware of our ELL students and use item identification to assess performance. In addition, during classroom discussion, ELL students are afforded additional opportunities to participate. We offer ELL students after school activities as well. The guidance counselor meets with ELL students periodically throughout the year and in consultation with the testing coordinator, ELLs are given verbal assistance as well. Teachers in core subject areas provide additional instructional materials that address a variety of learning styles and in the case of ELLs, these materials provide additional cultural contexts for individual understanding. Again, we currently do not have a large population of ELL students to have an ESL Program in place; however our ELL students receive the appropriate and required hours of English Language instruction through other instructional support services, which include: a) Extended Day Tutoring, assigned on students' schedule and/or b) English Writing Workshop elective class, in addition to the required English classes to be taken. Our ELL students are assigned tutoring with all content area teachers on specified days after school, given the levels of proficiency and academic needs, and as per data that has been evaluated on ARIS and students' school record. The Foreign Language Teacher / ELL testing Coordinator, special education teacher and the guidance counselor meet with the principal as part of the pupil personnel team of the school to assess, examine and evaluate all of our students needs in terms of ELL, special education support as well as overall academic intervention.

9) ELL students are given the opportunity of using direct translation dictionaries and are given additional time to complete exams. Our staff works in collaboration to provide the additional testing times during the actual school time. We allow our ELL student additional examination time consecutively with their classroom exam. Currently, ELL students who have tested out of ESL, receive continued and transitional support through mentoring, advisory and extended day tutoring, as needed. The guidance counselor continuously monitors our ELL student's academic progress by conducting transcript and credit accumulation meetings with students and parents during each marking period throughout the school year. Furthermore, translation and interpretation services are provided to the parents of former and current ELL students, as needed and required.

10) At this time, we have formed grade level teams to further examine all students in terms of credit accumulation, learning styles, academic intervention, emotional and academic support. We are also offering students opportunities for credit recovery, for our at risk students and those that are considered promotion-in doubt. We constantly utilize data regularly on ARIS to assess students needs so that we can provided the appropriate academic intervention in a timely fashion.

11) At this time, there are no programs that will be discontinued.

12) ELL students participate in all school events and classroom activities. Our Drama program holds several events per year and participation is school wide and several times, there are showcase opportunities for all students. Our Music program holds several events per year and participation is school wide and several times, there are showcase opportunities for all studentsgrade level team meetings. Our Vocal program holds several events per year and participation is school wide and several times, there are showcase opportunities for all studentsgrade level team meetings. Our Music Theater program holds several events per year and participation is school wide and several times, there are showcase opportunities for all studentsgrade level team meetings. Our Dance program holds several events per year and participation is school wide and several times, there are showcase opportunities for all studentsgrade level team meetings. We also hold a Cabaret event that is based upon individual talent and judged by the students themselves. We provide additional outreach as well. Our

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

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10) At this time, we have formed grade level teams to further examine all students in terms of credit accumulation, learning styles, academic intervention, emotional and academic support. We are also offering students opportunities for credit recovery, for our at risk students and those that are considered promotion-in doubt. We constantly utilize data regularly on ARIS to assess students needs so that we can provided the appropriate academic intervention in a timely fashion.

11) At this time, there are no programs that will be discontinued.

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B. Programming and Scheduling Information--Continued

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

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10) At this time, we have formed grade level teams to further examine all students in terms of credit accumulation, learning styles, academic intervention, emotional and academic support. We are also offering students opportunities for credit recovery, for our at risk students and those that are considered promotion-in doubt. We constantly utilize data regularly on ARIS to assess students needs so that we can provided the appropriate academic intervention in a timely fashion.

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

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

At this time, Talent Unlimited High School does not have a Dual Language , TBE or Bilingual Program. But, as mentioned, support services and required instructional support are given to our ELL students through other educational approaches at our school.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

At the present time, our school provides assistant principal, guidance counselor, therapists, secretaries, parent coordinator, and all of our teachers, across all content areas with a common planning time / common professional period during the school day for professional development. The following professional development topics are being implemented at our school for our staff members:

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2. Grade Level Teams - During the common professional planning time, teachers will meet once a week to examine, assess and evaluate the needs / areas of concern through the use of ARIS for specific targeted students that may have the following needs or areas of concern. They include:

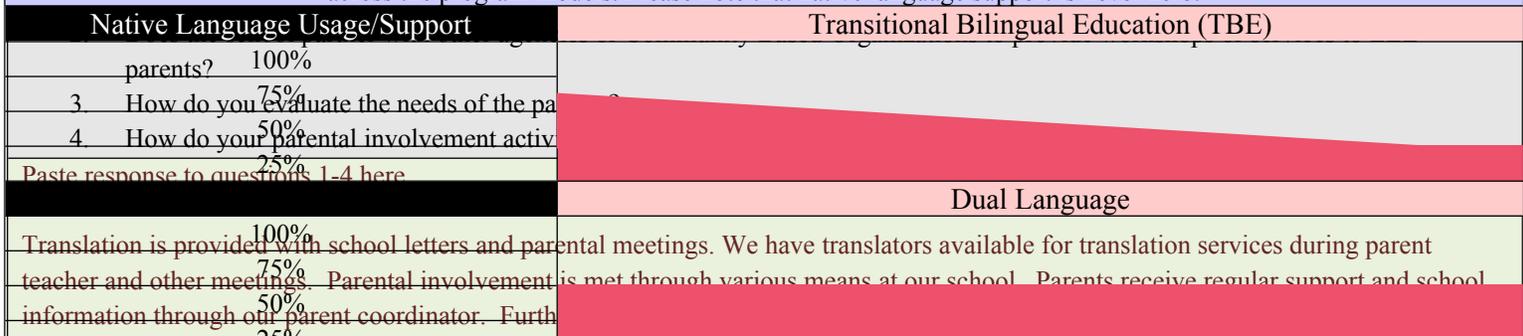
- | | | | |
|------------------------|----------------------|-----------------------|--------------------|
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| | | | h) Credit Recovery |

3. ELL training is provided throughout the year. Our ELL coordinator and guidance counselor attend mandated training. Technology Training - ARIS Teacher Link

Our assistant principal, guidance counselor, therapists, secretaries, parent coordinator, and teachers have received training and will receive continued training throughout this school year on exploring ARIS to examine data in order to better assess students' needs and learning. Our teachers are using ARIS as a data resource to further address and assess students' needs, goals and academic intervention, in order to develop lessons and provide the level of instruction that is tailored to meet our students' various learning styles.

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.



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

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Some of our translation services include transcribing official correspondence for our parents in their home language and contacting them by phone in their native language as well.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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17. What language electives are offered to ELLs?

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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.

This year we have one ELL student in grade 9.

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)?
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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

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They include:

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|------------------------|----------------------|-----------------------|------------------|--------------------|
| a) Credit Accumulation | c) ELL | e) Attendance | g) low scores on | |
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3. ELL training is provided throughout the year. Our ELL coordinator and guidance counselor attend mandated training. Technology Training - ARIS Teacher Link

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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?
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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)	0													0
Intermediate(I)														0
Advanced (A)									1					1
Total	0	0	0	0	0	0	0	0	1	0	0	0	0	1

NYSESLAT Modality Analysis

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

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				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								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								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	3			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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.

This year we have one ELL student in grade 9.

Part VI: LAP Assurances

School Name: Talent Unlimited High School

School DBN: 02M519

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Hamil	Principal		12/19/11
Pierre Orbe	Assistant Principal		12/19/11
Tanya Cobran	Parent Coordinator		12/19/11
Elisa Prager, (For. Lang.)	ESL Teacher		12/19/11
Juanita Faulkner	Parent		12/19/11
Suzanne Nfor	Teacher/Subject Area		12/19/11
Victoria Cappiello	Teacher/Subject Area		12/19/11
Peter Iacono	Coach		12/19/11
Danielle Herman	Coach		12/19/11
Jessica Weinreb	Guidance Counselor		12/19/11
Cyndi Kerr	Network Leader		12/19/11
Natalie Skeet	Other <u>SPARK</u>		12/19/11
	Other		1/1/01
	Other		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: 02m519 **School Name:** Talent Unlimited High School

Cluster: 106 **Network:** CFN

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.

At our 9th grade orientation for incoming students / parents for September, which occurs every June, a parent language preference sheet and a home language survey are included in the student / parent information packet that is given to all parents to assess language translation and interpretation needs and preferences as well as ELL needs. As a result of the data that is provided from our parents on the language preference sheet, we then determine the target language translation and interpretation needs. Also, we use the home language survey to determine the student's level of English proficiency and ELL entitlement.

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.

Approximately, 21% of our parents require translation and interpretation services at Talent Unlimited HS. Teachers and parents are notified before scheduled meetings.

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.

Letters, school announcements and school correspondence that are sent home will be written in both English and Spanish. In-house staff will do the translations.

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.

In-house school staff provide translation services at parent conferences and are available to answer phone calls that require translation.

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>.

As per Chancellor's Regulation (A-663), Talent Unlimited High School provides parents with translation and interpretation services in Spanish, which is our target language preference for many of our parents. As stated previously, at Freshmen Orientation for incoming students, parents are provided with a parent language preference sheet and a home language survey to assess language translation and interpretation needs and preferences.

As a result of the data that is provided from our parents on the language preference sheet, we then determine the target language translation and interpretation needs and preferences so that we can translate school correspondence and curricula accordingly. Also, we use the home language survey to determine the student's level of English proficiency and ELL entitlement.

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: Talent Unlimited High School	DBN: 02m519
Cluster Leader: Amy Jones	Network Leader: Cyndi Kerr
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: 1
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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We currently serve only (1) ELL student at this time, who is in the ninth grade. This student is a new entrant student. He receives continuous support through his ELL 9th teacher, to guide him in his transition to high school and through one on one instruction / tutoring. We monitor his progress reports and report cards as well. Talent Unlimited HS does not have an ESL / Bilingual Program. Overall, our ELL student receives the required ELL instructional services and hours through the mandated extended time. We work collaboratively with all teachers to meet the instructional needs of all our students. Our (1) ELL student receives instruction in language development from our ELL Testing Coordinator / Foreign Language teacher, during extended day. In addition, during our common planning time, we discuss student progress and review relevant data.

Differentiated Instruction is considered the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs. We also work with all of our students to assess their various learning styles. Teachers of all content areas administer a learning styles survey to all students. Once the learning styles data is collected from the students, it is then assessed by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2010-2011 and it continues as our goal / focus for this current school year, 2011-2012. We offer ELL instructional support through extended day tutoring, and Saturday school academy.

We address the needs of SIFE students (Students In need of Formal Education) by offering them opportunities for credit accumulation and credit recovery, by having them complete summer school and Saturday School. We adhere to all Chancellor's compliance regulations in terms of testing, and meeting the appropriate instructional time and support for our ELL students. Currently, we have 1 ELL student, who is a 9th grade student, and he receives ELL support through extended day and one-to-one instruction. Teachers across all content areas are aware of the needs of our ELL students, and they modify instruction and adopt various differentiated models of instruction that are tailored to the needs of his learning styles. Appropriate grade level ESL materials are used and consultation and use of materials from English teachers are also used. The instructional needs of our ELL students are reviewed and discussed in weekly grade level team meetings

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: At the present time, our school provides all of our teachers, across all content areas with a common planning time / common professional period during the school day for professional development. The following professional development topics are being implemented at our school for our teachers:

Common planning time for Curricula Development and Differentiated Instruction – This time is used by teachers to assess and evaluate curricula so that lessons and units of instruction address the diverse learning styles of our students. Various models and best practices for differentiated instruction are shared by teachers within each department while following the workshop model of instruction. Grade Level Teams - During the common professional planning time, teachers will meet once a week to examine, assess and evaluate the needs / areas of concern through the use of ARIS for specific targeted students that may have the following needs or areas of concern. They include: Credit Accumulation, ELL, Attendance, low scores on NYS Exams, IEP, Promotion In Doubt and Credit Recovery

We also offer Technology Training - ARIS Teacher Link. Our teachers have received training and will receive continued training throughout this school year on exploring ARIS to examine data in order to better assess students' needs and learning. Our teachers are using ARIS as a data resource to further address and assess students' needs, goals and academic intervention, in order to develop lessons and provide the level of instruction that is tailored to meet our students' various learning styles.

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: Parental involvement activities are targeted toward parents of ELLs so that higher achievement is met through various means at our school. Parents receive regular support and school information through our parent coordinator. Furthermore, all of our students' parents are invited by the PTA to actively attend regular meetings, every third Thursday of the month and to participate in various fundraisers in support of the Arts and our school overall. Furthermore, parents are invited to become active partners in their child's educational needs and support by having their own email account through EChalk, so that they can access their child's grades and correspond with each of their child's teachers by email. Moreover, all of our parents are invited several times throughout the

Part D: Parental Engagement Activities

year to attend various school performances to support their children. We offer translation and interpretation services to all of our parents, who speak another language other than English. Our parents have also been provided with registration and training to use the ARIS Parent Link, so that they remain constantly informed about their child’s progress and attendance. We assess the needs of all of our students’ parents by examining the data and information given by parents on the Parent Survey, as well as through questionnaires that parents of our incoming students complete each year at our Parent Orientation meetings. With our extensive school event offerings, we are able to reach out to our parents so that they can enjoy performances in the arts and ensure that we communicate on a variety of levels.

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 listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

