



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: TALENT UNLIMITED HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER) 02M519

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

SUPERINTENDENT: ANTHONY LODICO

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, SLT Chairperson	
Victorianne Cappiello	*UFT Chapter Leader	
Juanita Faulkner	*PA/PTA President	
Jennifer Puleio	Student Representatives	
Tomasin Valvassori	Student Representatives	
Fausto Lombardi	Elected Parent	
Guy Ortmann	Elected Parent	
Toni Lewis	Elected Parent	
Lynne Erlanger	Elected Parent	
Jason Rann	Elected UFT, SLT Chairperson	
Elizabeth Espinal	Elected UFT	
Pierre Orbe	Elected CSA	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- To expand Arts Integration into the academic classes as a continued instructional tool in meeting our student learning styles.

By June 2013, Arts integration in the academics will expand into both semesters, doubling the Arts integrated lessons used by our academic teachers. This will be evidenced by 50% of the 17 academic teachers delivering two or more arts integrated lessons into their curriculum by the close of the school year.

Comprehensive needs assessment

- Arts integration has become a best practice and part of the culture of our school. Past data (2008-2009) revealed scholarship scores in English increased (going from 85.31% in the freshmen class to 90.32% passing) once arts integration into the academics was applied. We have since deepened this practice, expanding from one academic subject to all courses of study (1.3c-QR) including arts integration within the arts through partnerships (Graham, Neighborhood Playhouse, TDF, Exploring the Arts) (1.3a-QR). As a performing arts school with a population of artists, we recognize our student's learning styles and build on this to increase achievement.
- The intended outcome is two-fold: teachers will continue to build a curriculum enhanced with lessons incorporating arts integration that will engage and enhance student learning; and student scholastic reports will reveal increased passing marks.

Instructional strategies/activities

Describe your plan for meeting your goal, including staffing, scheduling and funding.

- A staff PD scheduled in November on arts integration will be led by teachers to kick off the first semester Art Integration projects
- 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.
- Teachers will participate in Arts Integration PD supported by exploring the Arts and in school- wide PD.
- Teachers will use a common planning time to create arts integrated curriculum
- Inquiry Team and RTI Teacher team will explore Differentiated instruction through use of the arts
- Data specialists will monitor and record assessment results from scholarship reports, which will be shared with teachers.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Minutes generated in planning sessions will reflect applied curriculum
- PD agendas in Arts integration
- Scholarship reports reflecting increased marked and credit
- Administrators and teacher peers conduct Observations
- Collection of rigorous student work resulting from art integration

Strategies to increase parental involvement

Arts Integration projects will be shared on our school website, performed at PTA meetings, and displayed in classrooms and on school bulletin boards throughout the year. Parents will have a chance to see the work of their child and learn about the instructional goals set within units of study by academic teachers.

Through annual parent/ teacher conferences, individual conferencing with guidance counselors and staff, parents are encouraged to participate in their child's educational program that includes arts integration lessons. We welcome all parents to participate in our PTA, School Leadership Team, and Title 1 Parent Committee Team where instruction is discussed and funding allocated.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III S Grants Other

If other is selected describe here: **Fair Student Funding.....for PD/ teacher per session OTPS for instructional supplies**

Service and program coordination

- **Fair Student Funding.....for PD/ teacher per session**
- Per Session money allocated from VTEA grant to support arts/academic integration projects....this includes funding used for Teacher Team planning and faculty lesson planning time allocated as well as per session for data specialists for needed assessment data.
- **OTPS money for instructional supplies used for PD materials (poster paper, copying, scissors, tape, CDs, video tapes, etc.)**

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

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

By June 2013, Science will implement a **task infusing (CC unit of study)** literary strategies as pertained to core practices in literacy and writing.

By June 2013, Math will implement the “Math Talks” **task (CC unit of study)** throughout their course of study.

By June 2013, the Humanities will implement the **task (CC unit of study)** of Fact vs Opinion writing elements in Regents based courses.

Comprehensive needs assessment

The Learning Environment Survey from last school year indicated a score of 9.1(out of 10pts.). students said they “completed an essay or research project using multiple sources of information”. And a score of 8.8 said they “completed an essay or project where you had to use evidence to defend your own opinion or ideas”. This data greatly support that students feel that their assignments are aligned with common core tasks. Our staff decided to continue this core practice to meet City-Wide Expectations and build it into our culture of best practice. (3.1b-QR)

- Last year our school began integrating common core units of study into their curriculum under the guidance of our network literacy instruction specialist and administrators. These units of study were developed, implemented, assessed, and analyzed in departments. Teachers used the Hess Rubric to self and peers evaluate the criteria for high quality performance assessment tasks (4.1b-QR). Each teacher was given feedback on his or her unit of study and outcomes were fully discussed by the network instructional specialist. We are now building on this experience and implementing a CCSS unit of study for each semester in all 4 core academics (1.1aQR).
- The intended outcome of these CC units of studies will result in:
 - a) Math implementing the “Math Talks” task throughout their course of study.
 - b) Science using a task infused literary strategy as pertained to core practices in literacy and writing.
 - c) The Humanities implementing the task of “Fact vs. Opinion” writing elements in Regents based courses.

Instructional strategies/activities

- The action plan, tracking to understand success, and impact are being addressed in:
 - a) Academic teachers will create target groups for their respective subject areas, highlighting student underachievers.
 - b) PD in CCSS strategies and units of studies will be given to Teacher Leaders and staff at large.
 - c) Planning time to design lessons that implement CCSS units of study will be scheduled.
 - d) Core Academic teacher teams will implement these CCSS units of study that differentiate and apply RTI strategies for target groups.
 - e) Administrators collect and read units of study or participate with teachers reviewing student work.
 - f) Feedback and analysis of CCSS task outcomes will be given by network and department staff.

Strategies to increase parental involvement

As a result of these CCSS units of study, student scholarship reports and class work can be analyzed and shared with parents as achievement is reviewed. Teachers will be able to conference with students and parents on areas of concern within the CCSS task. Parents are encouraged to actively play a part in planning additional needed support for their child's learning. After school tutoring schedules, peer mentoring, and Saturday School programs are available and discussed with parents as we seek to strengthen skills and move their child forward in college readiness.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III S Grants X Other

If other is selected describe here: **Fair Student Funding.....for PD/ teacher per session OTPS for instructional supplies**

Service and program coordination

- Fair Student Funding (Tax Levy).....for PD/ teacher per session**
- Per Session money allocated from VTEA grant to support Teacher Team planning for CCSS units of study.
- OTPS money for instructional supplies used for PD materials (poster paper, copying, scissors, tape, CDs, video tapes, etc.) as well as math and science materials needed in CCSS task.**
- Title III funding used to support Students in Temporary Housing by providing school supplies such as notebooks, paper, and calculators.**

ANNUAL GOAL #3 AND ACTION PLAN

. Describe your goal #3

To build a school community with clear faculty and student expectations utilizing our school's mission and vision as a foundation.

By June 2013, the staff and students will discuss and clarify the school mission and vision statements, ensuring that all members at TU internalize it.

By June 2013, through scheduled PD and external exploration, an advisory program will be developed to improve the school community and student achievement.

Comprehensive needs assessment

The following data taken from the Learning Environment Survey indicated areas of concern in our school community:

From students.....

- Most students in my school just look out for themselves (3.8)
- Students who get good grades in my school are respected by other students (6.5)
- The adults at my school look out for me (5.9)
- Most students in my school treat each other with respect (5.7)

From parents.....

- Received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child? (5.9)
- The school contacts me to tell me about my child's achievements and successes. (6.6.)

As a result of these indicators, a need to strengthen community with students and parents came to the front. The focus then shifted to exploring development of an advisory program that would give students more emotional and academic guidance, as well as restructuring our website to provide more information for parents and community promotion. We also decided to build on our unifying theme of Citizen Artists, stated in our Vision Statement that promotes respect, college readiness, and artistry. Adding a new initiative, the Rising Star, would also include more students into an honor society and along with our ARISTA students this would mean a fourth of our school would be engaged in helping each other to succeed academically through peer mentoring. These actions would help address the concerns assessed in these areas.

Instructional strategies/activities

- Staff PD will focus on developing community activities that clarify and support the school's vision statement.
- Grade level teacher teams will be meeting once a month to address student learning styles and needs as well as mission-lesson development.
- Teachers will participate in Arts Integration PD supported by Exploring the Arts and other outside groups that center on integrating arts and academics.
- Teachers will use a common planning time to create arts integrated curriculum
- Inquiry Team will explore Differentiated Instruction through use of the arts.
- Data specialists will monitor and record assessment results from scholarship reports, which will be shared with teachers.
- Through the SLT and PTA board meetings, means of increasing avenues of communication and disseminating information will be developed and implemented.

- Parents and school will work to improve the school website as a means to build unity.
- An advisory committee will be formed to gather data on advisory programs to be shared with the staff.
- Staff PD will be used to flush out an advisory program that meets the school's needs.
- SGO officers and organization will plan school vision activities throughout the year as seen in assemblies, performances, fund raisers, and other events.
- The "Rising Star" honor society will be created to honor every student who reaches mastery level in a subject. Once a month Rising Starts will be honored.
- Rising Star members will tutor underachieving students in their subject once a week under the supervision of Extended Day Tutoring teachers for community services credit.
- Parents of Rising Start students will receive notification of this achievement; be invited to an induction ceremony for their child; and received outcome information on the Rising Start impact on our school community.
- Rising Star and Arista students will be honored in a school-wide assembly.
- Arts teachers will seek ETA grants for enrichment activities that will further support our mission that TU students are "skilled and knowledgeable practitioners of his/her artistic discipline.

Strategies to increase parental involvement

Parents started working with the administration and staff over the summer on restructuring the school website. It was determined that the website would be a means of sharing with parents school information as well as allowing, through video streams, the school community to see "students in action" in their arts and academic classes. The school vision statement is on the homepage of the website and defining school areas are located in informational tabs. The website is updated monthly and as events happen. Parents can also use this website to communicate with teachers. The Student Government Organization leaders help to create and plan assemblies that define our school, expectations, and vision. Student assignments pertaining to the vision of becoming a "Citizen Artist" have been completed and shared. On written assignment has been posted on the Principal's bulletin board.

A new honor society, called "Rising Stars" has been created to support peer tutoring. All parents of these students received a letter stating their selection and will be invited to an induction ceremony in the spring. All Honor Roll parents were mailed a certificate for their child and letter informing them of their achievement.

A teacher team focused on advisory has already visited several schools to view advisory programs and have also reported back to our staff their findings. Our SLT, made up of parents, teachers, and students will also have input into an advisory program designed for next year.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: **Fair Student Funding.....for PD/ teacher per session**
OTPS for instructional supplies

Service and program coordination

Fair Student Funding (Tax Levy)....for Teacher Team per session in supporting students in meeting school wide expectations.

Exploring the Arts grants for student enrichment activities proposed and implemented by arts teachers.

OTPS for instructional supplies for PD materials and communication supplies (video tapings of student activities for website and parent mailings).

Academic Intervention Services

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	9 th grade English Collaborative Team Teaching	Small group instruction, one on one tutoring. Mentoring Use of teaching tools to enhance learning (i.e.. Smart Board, computers, etc.) Weekly progress reports Parent/teacher meetings	During class tutoring and after school
Mathematics	Recommend to be tutored by peer mentors in Rising Stars and ARISTA honor society members, change seat, extra time	Small group instruction, one on one tutoring. Mentoring Use of teaching tools to enhance learning (i.e. Smart Board, computers, etc.) Weekly progress reports Parent/teacher meetings	During class tutoring and after school
Science	Recommend to be tutored by Rising Stars, change seat, extra time	Small group instruction, one on one tutoring. Mentoring Use of teaching tools to enhance learning (i.e.. Smart Board, computers, etc.) Weekly progress reports Parent/teacher meetings	During class tutoring and after school

Social Studies	Scaffold readings, visuals, small group instruction with smart board technology videos and Animoia, progress Reports	Small group one on one, peer tutoring Mentoring Use of teaching tools to enhance learning (i.e.. Smart Board, computers, etc.) Parent teacher meeting Weekly Reports	Small group instruction in class mentoring after class
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SPARK Counselor, Guidance Counselor sessions with students and parents.	Group and Individual counseling plus Mt. Sinai adolescent clinic counseling Credit Recovery analysis and counseling Student/Parent conferences	During and after school as well as Saturday sessions through the clinic

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Strategies for attracting **Highly Qualified Teachers (HQT)**

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. We offer our staff Professional Development opportunities at least twice a month. Network workshops or partner organizations offer learning experiences for our teachers and staff members. Daily mentoring for new teachers, supportive department meetings, and common planning periods per day are scheduled for department team teachers.

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.



TALENT UNLIMITED HIGH SCHOOL

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PARENT INVOLVEMENT POLICY

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are

allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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



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SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- Attend tutoring sessions after school for needed support
- Assist with peer mentoring when assigned.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 IDENTIFICATION 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 accommodations 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 NYSESLAT /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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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 acquisition and mastery, our teachers are empowered to provide additional instruction to ELL students during regular class. We believe identifying students needs will ensure higher academic achievement. At the same time, we do not label students who are ELLs. Differentiated instruction necessitates that we provide a broad lesson that addresses a variety of learning styles and adequately plans for individual student needs. Teacher may use a variety of assessments for our ELLs. Our staff works together by communicating the needs of each teacher during meetings. At times, ELLs may require additonal classroom instruction in one subject area and another teacher will accommodate them. Our guidance counselor and testing coordinator assist the teachers as well. The instructional needs of our ELL students are reviewed and discussed in weekly grade level team meetings.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

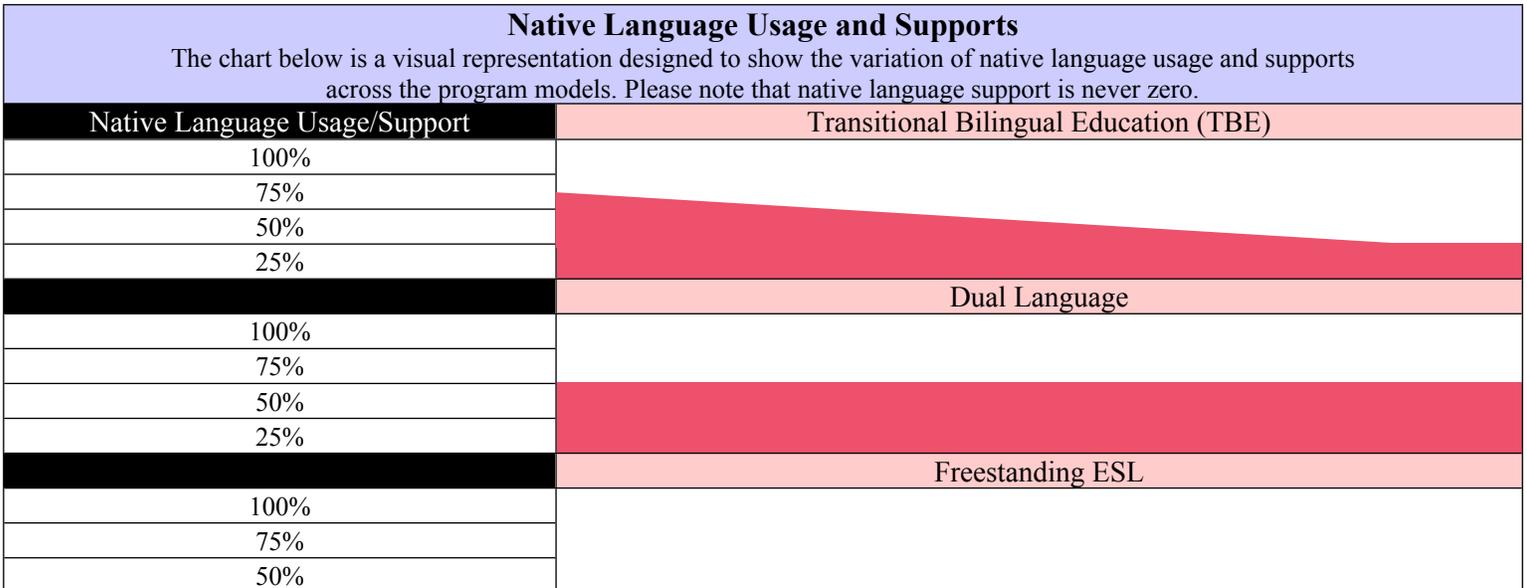
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Native Language Arts	N/A		

Social Studies:	
Math:	
Science:	

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 ELL students as well as all of our students receive extended day tutoring, which is offered everyday after school across all content / subject areas. Our students are offered opportunities to participate in professional internships in the Arts, school newspaper, PSAL sports and can take college-level courses at Hunter College.

13) Our computer lab is open periods 1 to 9 to all students. We use supplemental materials on dvd, internet, cd, etc... ELLs have access to the vast array of supplemental visual and tactile materials in US History, Global, Living Environment, Chemistry, Physical Education, English, Algebra, Geometry, Trig, and other classes. Our students receive instruction across various content areas through the use of the SMART Board, and lap-top computers.

14) We have a very diverse staff. ELLs have the opportunity of interacting with staff members who speak the same home language of our ELLs. We have added an elective film course the past two years that looks to raise awareness of multi-culturalism and an appreciation for other cultures. Native language support is given to ELL's by the Foreign Language Teacher at this time. Once again, Talent Unlimited HS does not have an ELL Program that is classified as TBE, Dual Language or ESL, due to the very small ELL population, which is less than 1% of the entire student population.

15) ELL support is grade-level and age- level appropriate. Staff members meet in grade level meeting and consider the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs especially ELLs. They work with 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.

16) Newly enrolled ELL students are assigned to an advisory class that meets each month to provide the following:

- 1) transitional support into a new school
- 2) emotional / scholastic support
- 3) life skills
- 4) academic intervention and support
- 5) support with special needs

We welcome all students and make accommodations based upon the needs of all of our students. ELLs are invited to participate in student government and other clubs. We provide additional outreach through mentoring and service requirements. In consultation with our sister school, Manhattan International, we are able to accommodate the diverse needs of every New York City student and parent. We determine which students are entitled for ELL assessment and evaluation. The first week of school every September, we communicate with the students and parents. Entitled ELL students who are newcomers are tested with the LAB-R within the first (10) days of school in September as well. Ms. Arlene Bonilla, school aide, conducts parental outreach and follows up. In addition, our parent coordinator, Ms. Cobran, contacts parents. Our lead art teachers, programmer, guidance counselor and assistant principal ensure that program selection forms are completed and appropriately assigned.

17) The only language offered at Talent Unlimited HS is Spanish, which is required for graduation. There are no other language electives offered at this time.

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.

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:

1 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.

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:

- | | | | | |
|------------------------|----------------------|-----------------------|------------------|--------------------|
| a) Credit Accumulation | c) ELL | e) Attendance | g) low scores on | |
| b) IEP | d) Repeating a grade | f) Promotion In Doubt | NYS Exams | 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.

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

Translation is provided with school letters and parental meetings. We have translators available for translation services during parent teacher and other meetings. Parental involvement 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.

We have our sister school, Manhattan International as a community partner. They assist us with parent outreach as well.

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 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.

Our Parent coordinator interviews our ELL parents and assesses their needs as well. 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.

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.

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
LISTENING /SPEAKIN	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Our students have demonstrated mastery of ELA within their career at the TUHS. Our program has consistently graduated ELLs within the four years of high school. Moreover, our ELLs attain mastery in ELA and pass the NYSESLAT within two years of entering our school. We believe our work with Manhattan International as our sister school has been beneficial to ELL families.

After analyzing and examining the NYSESLAT Proficiency results and the NYSESLAT Modalities of our ELL students, we discovered that most students overall exceeded on the reading, listening and speaking modalities, but need instructional support on the writing. This has been a pattern of proficiency since the administration of the NYSESLAT in 2007. As mentioned previously, we do not have a TBE, Dual Language Program or an ESL Program at this time. We are serving all students with the required ELL instructional support in collaboration with the ELL testing coordinator, special education teacher, and teachers of all content areas.

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: <u>Talent Unlimited High School</u>		School DBN: <u>02M519</u>	
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

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)
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 Capiello	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.

