



**Department of
Education**

Dennis M. Walcott, Chancellor



REVISED 2/15/13

**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME:	THE HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS
DBN:	10X433
PRINCIPAL:	JASON MAASS
EMAIL:	JMAASS3@SCHOOLS.NYC.GOV
SUPERINTENDENT:	ELAINE LINDSEY

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
Jason Maass	*Principal or Designee	
Paul Ferguson	*UFT Chapter Leader or Designee	
Francisca Carino de Dominguez	*PA/PTA President or Designated Co-President	
Alfonso Giordano	DC 37 Representative, if applicable	
Dawn Decosta	Student Representative	
Shanice Donkor	Student Representative	
Monique McLoed-Polanco	CBO Representative- Good Shepherd Services	
Eftyhia Marketos	Member/UFT Representative	
Wardell Minor	Member/ UFT Representative	
Lorraine Lovergine	Member/ CSA Representative	
Sheila Birth	Member/Parent	
Marilu Bravo	Member/Parent	
Yvonee Prendes	Member/Parent	
	Member/	

** 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To raise the 2012-2013 (cohort O) graduation rate 3-5% percent versus the previous year's cohort (cohort N) which was 52.9%.

Comprehensive needs assessment

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

Student graduation rate has been trending downwards here at HSTP culminating with an all-time low of 52.9% last year. This unacceptable level of student graduation can be tied directly to students not accomplishing any one or more of the following items, in the allotted four years of high school, pass the requisite Regents and/or RCT exams, accumulate the proper and request number of credits in the various subject and elective area.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e)

Using the graduation tracker in conjunction with student attendance rates, marking period passing rates, credit accumulation and regents passing rates HSTP will monitor and aide students in an effort to assist them in graduating in a timely fashion in June. We will do so by providing an optimal mix of support and additional opportunities for students to meet graduation requirements through

- *Strategic use of programming*
- *Strategic use of guidance supports*
- *Strategic use of Tutoring*
- *Strategic use of independent study & credit recovery options*
- *Our annualized grading policy*

Per session will be provided to staff for

- *After school tutoring*
- *Saturday tutoring sessions*

Additionally, monies have been allocated for Senior informational sessions with students and parents after school hours in which key staff members including administration and the guidance team work with parents and students to ensure that they are aware of all supports available to them.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Funds have been allocated for Senior informational sessions with students and parents after school hours in which key staff members including administration and the guidance team work with parents and students to ensure that they are aware of all supports available to them.

- supporting parental involvement activities as requested by parents;
- 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;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school 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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- *Funding is established if necessary*
- *Professional development is provided as needed*
- *Interim measurable objectives will be established by the teachers and the administration*
- *Infrastructure will be aligned with goals and initiative. Monitoring process is in place.*
- *The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In alignment with the Citywide Instructional Expectations for 2012 – 2013, T&P will implement two common core based performance task units per subject area in each grade to track students' college and career readiness.

Comprehensive needs assessment

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

Based on the requirements of the new Citywide Instructional Expectations for 2012-2013, College and Career Readiness Metrics and the implementation of Common Core Aligned Units HSTP's review of the curriculums found a need to design and implement said units of study.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Staff will be afforded time during common planning period to strategize and plan collectively the skills and targets that each performance task will incorporate.*
- *Team leaders will be assigned to assist in the organization and planning of the various performance tasks based on grade and subject*
- *Team leaders will meet with administration to update on progress of the performance tasks. Performance tasks will be uploaded to google docs for periodic inspection. PD time will be set aside to evaluate and reflect on areas in need of improvement regarding the various performance tasks.*
- *By January each of core subject area will have planned, implemented and evaluated the first of two performance tasks, with the lessons from the first being applied to the planning and implementation of the second prior to June of 2013.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - 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;
 - 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;

- 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;

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **Funding is established if necessary**
 - **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
 - **Interim measurable objectives will be established by the teachers and by the administration.**
 - **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**
 - **The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.**
 - **Most of this work will not require additional funding. These activities are performed during the teachers' regular work day when they are teaching and during their Professional and Preparation Periods.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In alignment with the Citywide Instructional Expectations for 2012 – 2013, T&P will improve the use of questioning and discussion techniques as outlined in the Adapted New York State Levels of Performance Danielson rubric for competency 3B.

Comprehensive needs assessment

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

Based upon both formal and informal observations of the teaching staff and the recommendations generated from said observations it is key that 50% of the pedagogical staff at T&P will raise their evaluated level on competency 3B by a minimum of one level and/or will reach the level EFFECTIVE by the end of the school year based upon their first or baseline observation as entered into the Talent Management Tab on ARIS. Teachers will be observed by administrative teams which will consist of various members including the Principal, Assistant Principals, Department Coaches and TEP Coach. Teachers will be observed a minimum of three times per term.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

As a participant in the Teaching Effectiveness Program T&P will

- *Be observing each teacher six times this school year*
- *Log each observation on the Talent Management tab in ARIS, where teachers will be directed to find on-line resources for PD based on their observations prescribed recommendations.*
- *Will work with the Talent Management Coach to help:*
 - *Craft professional development opportunities for the staff, which will take place during our daily professional development period, during faculty conferences, professional development days, out of the building PDs and in one on one settings.*
 - *Work with each individual teachers based on their individual needs.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Implementing effective monitoring and assessment programs for ELL's
 - Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
 - Improving the communication with parents and families of ELLs through the parent coordinator at the school.
 - Improving the communication with parents and families of ELL's through the bilingual guidance counselor and teacher at the school.

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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **Funding is established if necessary**
 - **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
 - **Interim measurable objectives will be established by the teachers and by the administration.**
 - **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**
 - **The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.**
 - **Most of this work will not require additional funding. These activities are performed during the teachers' regular work day when they are teaching and during their Professional and Preparation Periods.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To identify active students from the 2010-2011 school year who were chronically absent (20 or more days) and provide them with additional support that will improve their daily average attendance rates by 5% for 20% of the Target Group.

Comprehensive needs assessment

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

During the 2011-2012 school year 166 students were identified by the Mayor's Office and DOE as being chronically absent. By the end of the 2012-2013 school year (June 2013), 20% (16 total students) of the remaining active target group will reduce their chronic absentee rate by 5%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Work in collaboration with the Mayor's Interagency Task Force on Chronic Absenteeism (Mayor's Project).*
- *Identify students who were absent from school 20 or more days for the 2011-2012 school year.*
- *Create a database with biographical and historical absenteeism data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.*
- *Send out correspondence to parents for the target population in the summer 2012 stressing good attendance and providing a short synopsis of the Mayor's Project.*
- *Initiate a phone call "blitz" by attendance support staff starting in September reminding the families of the target group of the first day of school.*
- *Host a Parents' Student Success Summit at our school for targeted families on November 17th, 2012.*
- *Identify a coordinator the work for this project.*
- *Work with Attendance team (Student Success Team) including the assistant principal, pedagogical staff, Community Based Organizations, and Network team members.*
- *Employ Good Shepherd Services (CBO) via the AIDP gran, to support*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Implementing effective monitoring and assessment programs for ELL’s
 - Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
 - Improving the communication with parents and families of ELLs through the parent coordinator at the school.
 - Improving the communication with parents and families of ELL’s through the bilingual guidance counselor and teacher at the school.

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 x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **Funding is established if necessary**
 - **Professional development is provided as needed. (especially for all Inquiry Team teachers)**
 - **Interim measurable objectives will be established by the teachers and by the administration.**
 - **Infra-structure will be aligned with goals and initiatives. Monitoring process is in place.**
 - **The school will use thoughtful and accurate analysis of data to understand and improve the progress and achievement of all its students.**
 - **Most of this work will not require additional funding. This team is comprised of non-teaching staff except one whose compensatory time position affords him the time to coordinate the school efforts.**
 - **AIDP funding is use to support the program in the form of incentives and student recognition.**
 - **AIDP Attendance Shared funding partially contributes to an attendance teacher’s support for one day per week.**
 - **AIDP Every Student Everyday funding is used to provide incentives, support student recognition and Parent Involvement.**
 - **Title I SWP funding is used to contribute to support after school clubs and activities that provide students additional motivation to attend school.**
 - **TL FSF will be used to cover any funding deficiencies in the above area.**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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	<ul style="list-style-type: none"> ▪ Extra-periods for all incoming 9th grade students to provide accelerated acquisition of comprehension skills and writing skills. ▪ Children’s First Intensive Initiative: a special program to assist a targeted group of incoming 9th grade students whose combined average 8th grade NYS Assessment scores for ELA and Math is in the lower third of their “peer” group. ▪ Extended – day classes to provide Regents preparation ▪ Regents Prep classes ▪ Mandated compliance with NYS ELL requirements to provide LEP students with English Language acquisition. ▪ Summer Bridge Program ▪ Title I Funding ▪ tutoring 	<ul style="list-style-type: none"> ▪ Small groups ▪ One-on-one instruction ▪ Whole class 	<ul style="list-style-type: none"> ▪ Saturdays ▪ Lunch time ▪ During school hours
Mathematics	<ul style="list-style-type: none"> ▪ Extra-periods for all incoming 9th grade students to provide accelerated acquisition of math skills ▪ Extended – day classes to provide Regents preparation ▪ Regents Prep classes ▪ Voluntary transfer of Students to Y.A.B.C. if appropriate. ▪ Summer Bridge Program 	<ul style="list-style-type: none"> ▪ Small groups ▪ One-on-one instruction ▪ Whole class 	<ul style="list-style-type: none"> ▪ Saturdays ▪ Lunch time ▪ During school hours

	<ul style="list-style-type: none"> ▪ Title I Funding ▪ tutoring 		
Science	<ul style="list-style-type: none"> ▪ Saturday Academy (provides the opportunity for students to make up science labs) ▪ Extended – day classes to provide Regents preparation ▪ Summer Bridge Program ▪ Title I Funding ▪ tutoring 	<ul style="list-style-type: none"> ▪ Small groups ▪ One-on-one instruction ▪ Whole class 	<ul style="list-style-type: none"> ▪ Saturdays ▪ Lunch time ▪ During school hours
Social Studies	<ul style="list-style-type: none"> ▪ Extended – day classes to provide Regents preparation ▪ Summer Bridge Program ▪ Saturday Academy ▪ tutoring ▪ Title I Funding 	<ul style="list-style-type: none"> ▪ Small groups ▪ One-on-one instruction ▪ Whole class 	<ul style="list-style-type: none"> ▪ Saturdays ▪ Lunch time ▪ During school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ▪ All students receive guidance counselor services. ▪ Services provided by our Social Workers for Special Needs Students and as needed to general education students. ▪ Services provided by “Good Shepherd Services” courtesy of United Way. 	<ul style="list-style-type: none"> ▪ Small groups ▪ One-on-one 	<ul style="list-style-type: none"> ▪ During school hours and afterschool

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.

HSTP recruits only highly qualified teachers. Beginning with a data based assessment of our needs HSTP will seek out teachers, based on our needs, using tools such as the ATR pool and teacher finder to help us recruit potential candidates. HSTP looks to employ staff that has flexibility in licensing and can meet the ever changing needs of the school. Teachers who have multiple certifications are sought after, but still must meet the standards established in hiring that all candidates must adhere to. HSTP conducts a rigorous and extensive interview process that seeks to inform administration on not only a candidate's depth of content knowledge, but their range of teaching skills and how up to date they are in relation to trends in education, technology and the latest research. The interview is just the first stage in the process, as a demonstration lesson is a requirement. Along with the content team leader (or other team member) the administration will observe a demonstration lesson by prospective candidates who have been vetted via the interview process. Prospective candidates will be evaluated based on a series of criteria including knowledge of content, delivery, repertoire with the class and techniques employed in the lesson. When a candidate is selected and offered a position administration will clearly outline the benefits, responsibilities and expectations of a teacher here at HSTP.

Teachers at HSTP are offered many supports to aide them in the professional growth. Offering professional development is key to teacher growth. Here at HSTP we offer PD in various forms. From the use of various coaches from Columbia University Teachers College and the Teacher Effectiveness Program (TEP), coaches assist teachers individually as well as help administration develop various in house PD sessions that are geared towards our specific needs as a school. Data gathered from ARIS Talent Management is used to inform HSTP of what PD should be offered based on teacher ratings and it identifies effective and highly effective teachers to possibly become teacher leaders or lab classrooms. Teachers are visited a minimum of six times via both informal and formal observations from their administrator who uses the information gathered to help set teacher goals for growth and PD opportunities.

Additionally, HSTP has partnered with our Network, CFN 402, and Teachers College for several series of PD sessions held monthly at Teachers College. These PD sessions are designed to have teachers from various schools come together to share-out their work and ideas around the implementation of the Common Core Learning Standards and performance tasks. Finally, HSTP routinely offers various opportunities for teachers to attend stand alone or multi session PD opportunities as they are offered via the Principal's Weekly or through professional organizations or universities. These PD opportunities are offered to staff via email, in school postings and/or the Principal's Update.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Maria Cristina Jimenez	District 10	Borough Bronx	School Number 433
School Name High School for Teaching and the Profess			

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

Principal Mr. Gary Prince	Assistant Principal Ms. Lorraine Lovergine
Coach	Coach
Teacher/Subject Area Wardell Minor/ ESL	Guidance Counselor Vladimil Ruiz
Teacher/Subject Area Fe Brown/ Spanish	Parent Sheila Birth
Teacher/Subject Area	Parent Coordinator Nancy Rodriguez
Related Service Provider Robbin Bongiorno	Other
Network Leader Maria Cristina Jimenez	Other type here

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

Total Number of Students in School	479	Total Number of ELLs	82	ELLs as Share of Total Student Population (%)	17.12%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

1. The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, ESL Teacher, and Native Foreign Language Teacher). Members of the team have students that are new to New York City Public Schools complete documents including the Home Language Survey. Once parents indicate a language other than English for the student's language, students are then designated for LAB-R testing, which is administered within 10 days by our ESL Teacher or Guidance Counselor. Our guidance counselor is fluent in both English and Spanish. According to the LAB-R results as determined by the ESL Teacher, students are placed into corresponding ESL levels in compliance with their needs according to the assessment. Students are given appropriate native language support when possible and provided with necessary scaffolding throughout their content area classes. The ESL coordinators hold professional licenses in NYS for English Speakers of Other Languages and are well-versed in the administration of the LAB-R assessment. Native Spanish speaking students are also administered the Spanish LAB. This assessment is designed to gauge student native language mastery.

All ELLs are tested annually on the NYSESLAT. Student names are placed into an excel document and their completion of the four modalities on the NYSESLAT are tracked. Students are given all four parts of the NYSESLAT in their ESL classes by our ESL teacher. Annual evaluations of our English Language Learners takes place after the NYSESLAT results are made available. Students are placed in appropriate levels based on their NYSESLAT designation. Additionally, we identify trends in students reaching proficiency and making progress on the NYSESLAT. ELLs are provided with appropriate leveled classes based on their NYSESLAT results. This process is incorporated into annual programming. The ESL teacher and guidance counselor evaluate the results of the examination annually.

2. The Parent Coordinator and Guidance Counselor show the approved Department of Education Parent Orientation Video and address any questions or concerns that may arise. Our parent coordinator, guidance counselor and/or ESL Coordinator review the parent choice video with new parents to the NYC Department of Education. After reviewing the video, parents are given the opportunity to ask questions about the three program models offered in New York City. Additionally, parents are given the opportunity to select a program model after viewing the video. The guidance counselor and parent coordinator both speak Spanish and English fluently. Our ESL coordinator has a New York State Professional Certification in ESOL. Parents are not made aware of our school's program offering until after they have selected their first, second and third choice for program placement. Our school only offers free-standing ESL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact the Office of ELLS via their email address (ELLProgramTransfers@schools.nyc.gov) and attempt to find an alternative placement. After the LAB-R is administered, it is hand-scored and the appropriate ESL level is determined for the student. If a student tests out of ESL, then he/she receives a Non-Entitlement letter in English and his/her native language. If a student does not test proficient on the LAB-R, then the student is programmed into the appropriate ESL level. The parents are also mailed an entitlement letter, a placement letter and asked to complete a program choice survey. The survey is asked to be completed within 10 days of students being labeled entitled for ESL services.

3. In addition to what is done in #2 above, an Entitlement Letter is provided for the parent. The entitlement letter addresses ESL

placement or non-placement based on LAB-R results. The form is duplicated and kept on file.

4. At registration, our guidance counselor interviews parents to assess their home language. Parents then complete a Home Language Identification Survey (HLIS) for their child with the assistance of the Guidance Counselor and/or the ESL Coordinator. Based on their responses to survey questions, the child is administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. If parents state that only English is spoken in their home, the ESL Coordinator interviews the student to evaluate English proficiency. These activities take place during the intake process with the Parent Coordinator, ESL Coordinators and/or guidance counselor.

5. Results of the Parent Choices are recorded on an Excel Spreadsheet which is updated each year. The trend for our school has been overwhelmingly for an ESL Stand Alone program as parents first choice. Over 99% of our parents select a free-standing ESL program for their first choice.

6. Since our parents overwhelmingly select a free-standing ESL program for their first choice, we are in alignment. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our LAP team closely monitors students' academic performance, attendance, classroom behavior, and social interaction. The administration of the LAB-R, NYSESLAT, and formative and summative assessments help us analyze students' strengths and weaknesses in specific modalities. This crucial information informs instruction. Presently, we have an enrollment of 479 students, 82 of which are English Language Learners. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. Additionally, students scheduled for Advanced ESL also receive 180 minutes of ELA instruction. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained										1	1	1	1	4
Push-In										0	0	0	0	0
Total	0	1	1	1	1	4								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	13
SIFE	23	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	22

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	9	5	23	9	3	22	5	8	82
Total	37	9	5	23	9	3	22	5	8	82

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___ Asian: ___ Hispanic/Latino:

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										45	22	5	4	76
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2				2
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian										1			1	2
Other										1	1			2
TOTAL	0	49	23	5	5	82								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. ELL students are Self-Contained in homogeneous-ungraded ESL classes. The remainder of their program is based their academic requirements.

2. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. Our class periods are 48 minutes in length. Beginner ESL students receive 12 periods per week for a total of 576 minutes; Intermediate ESL students receive 10 periods per week for a total of 480 per week; and Advanced ESL students receive at total of 5 periods of ESL per week for a total of 240 minutes per week. Our advanced ESL students also receive 5 periods of English Language Arts per week.

A. Programming and Scheduling Information

3. Content area instruction is delivered in English. We have established a LAP team which includes the principal, assistant principal, Network ELL Compliance Specialist, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Spanish speaking ELLs are scheduled for Spanish Native Language classes. Additionally, Spanish ELLs are offered the opportunity to take an Advanced Placement Spanish Language class. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs including an ESL class, and a myriad of extra-curricular clubs and sports activities. Content area teachers receive ongoing professional development including but not limited to QTEL and literacy based strategies, learning modalities, Common Core Learning Standards, and Assessment For Learning techniques.

4. ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement.

5. ELL subgroups, including SIFE students, receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented. ELL and SIFE students receive Native Language instruction. In addition to items in #3 above, ELL students are enrolled in online programs Achieve 3000, Rosetta Stone and SCANTRON for Literacy support. In addition to offering Rosetta Stone for our SIFE students in English we incorporate the use of the Rosetta Stone program in their native language. Students at different levels are provided with literacy and language support in both their native language (when possible) and English.

a. ELLs less than three years receive instruction primarily to improve language acquisition through vocabulary exposure, social interaction, and technology. In addition these students participate in weekly counseling sessions focusing on assimilation and are assigned peer tutors/mentors for extra academic support.

b. ELLs in the four to six year category receive instruction more closely aligned to the English Language Arts curriculum. Group counseling sessions continue on a monthly basis.

c. ELLs in the long-term category receive instruction aligned to the English Language Arts curriculum. These students are enrolled in ELA prep classes and Saturday enrichment classes.

6. Teachers of ELL-SWDs receive ongoing professional development pertaining to their content area. QTEL (Quality Teaching for English Learners) is presented as a tool to assist instructors in meeting the needs of students with disabilities. Pedagogues are given access to Achieve 3000 and Scantron as a means to facilitate student language acquisition. SWD curriculum is aligned to the General Ed curriculum. Bilingual paras are assigned to students whose IEP indicate that need.

7. Based on IEPs our school has mainstreamed students with disabilities into an ESL least-restrictive program. Students are given support and adequate instructional means as per their NYSESLAT and LAB-R results. Students are given access to tutorial services twice weekly during the school day. Additionally, Saturday ESL classes provide support for English Language Learner student with disabilities. Students are given access to Rosetta Stone and Achieve 3000.

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:

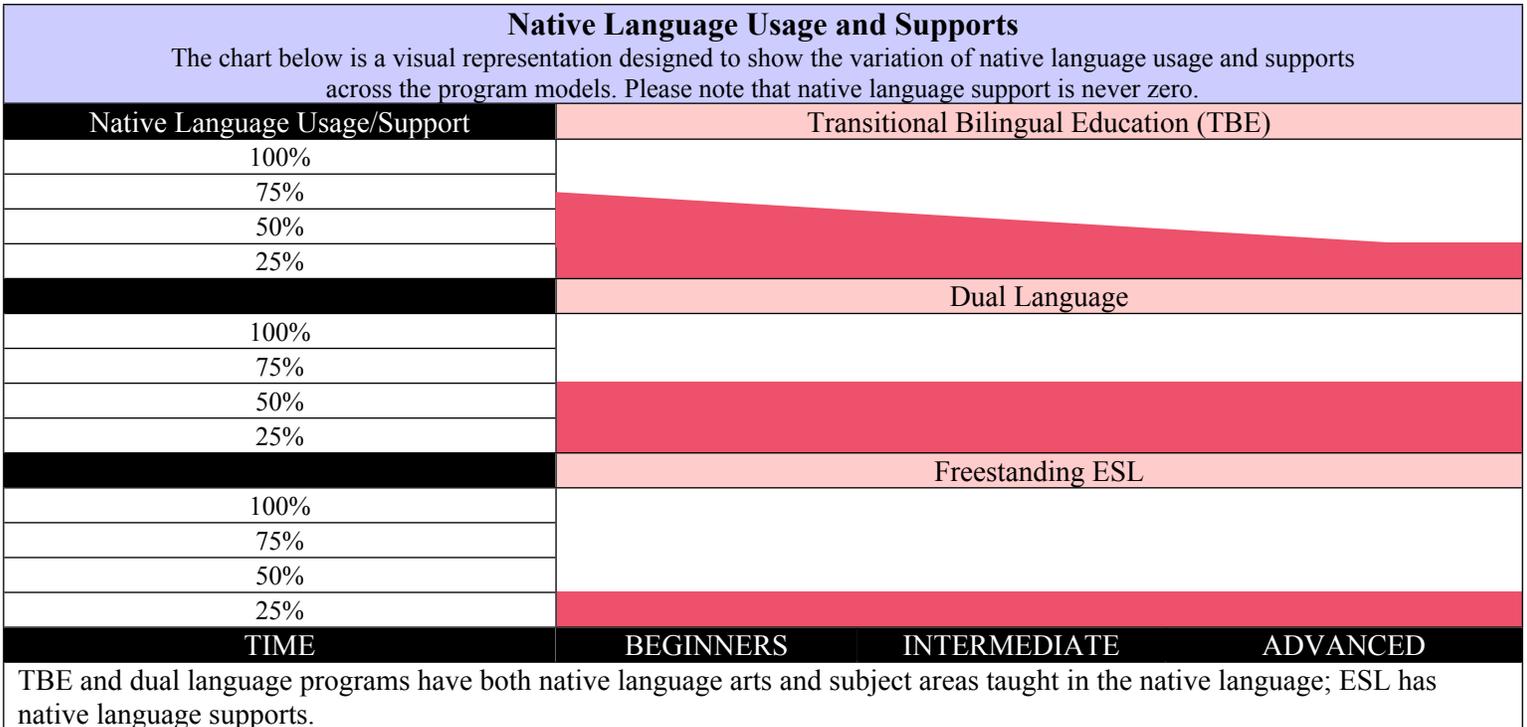
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	1
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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



B. Programming and Scheduling Information--Continued

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

8. As a freestanding ESL program, our school schedule provides for ESL immersion across the core curricula. During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Lastly, all teachers across the core curricula provide tutoring on Wednesdays and Fridays during a free period.

9. Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. During the summer prior to students entering their freshman year at the school, students are offered an opportunity to attend the Summer Bridge Program in collaboration with Lehman College. Additionally, each grade level has class advisors which assist with the transition from one grade to another. Test accommodations for former ELLs testing proficient in the last two years receive extended time on all standardized assessments.

10. Expand on the services already provided including after school classes for our ESL students. We also are searching for an ESL licensed teacher with Special Ed certification to enhance our faculty with the SWD population. Increase the number student licenses for the Rosetta Stone Language software.

11. None

12. ELL students are not excluded from any programs or clubs at our school. Furthermore, in addition to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. Our school has a diversity club that recruits our ELL students. In addition, school clubs, functions, and PSAL teams are advertised in school, on our website (Spanish and English), bilingual newsletters, and an automated bilingual telephone system. Our sport teams and extra-curricula clubs have a strong participation from our ELL population.

After school activities are funded through Title I SWP funds and Saturday ESL enrichment program is funding by Title III funds.

13. Interactive Smart Boards, Laptops Computers, dual-language dictionaries, dual-language content area glossaries, Native Language

content are textbooks, and literacy libraires.

14. Native language development is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are two Spanish native language instructors on faculty. Additionally, there is one ESL instructor on faculty. Spanish is the only language elective currently offered at the High School for Teaching and the Professions. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language.

15. Required services and support correspond to ELLs' ages and grade levels. Our ESL program maintains an array materials appropriate student grade levels (ie: literacy libraries, glossaries, reference materials). In additon, Achieve 3000 and Scantron literacy program are computer adaptive software which mataches student comprehension levels.

16. Newly enrolled English Language Learners are offered a four-week summer bridge program during the summer preceding their freshman year of high school. The summer bridge program provides enrichment activities in English, Spanish and Mathematics. This provides an opportunity for students to become acclimated to the high school setting prior to the school year beginning.

17. Spanish is the only language offered other than English at the High School for Teaching and the Professions.

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)?

Not Applicable

D. Professional Development and Support for School Staff

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

1. All faculty members receive ongoing professional development pertaining to their content area. QTEL (Quality Teaching for English Learners) is presented as a tool to assist instructors in meeting the needs of students with disabilities. Pedagogues are given access to Achieve 3000 and Scantron as a means to facilitate student language acquisition. These Professional Development sessions occur during monthly scheduled ELL meetings and during weekly subject area meetings.

2. In addition to #3 below, our Network ELL specialist with our school counselors present to our 9th grade teachers (transition from middle to high school teachers) a workshop on the challenges these students might encounter and provide strategies to alleviate student stress during this transition period.

3. Our school exceeds the minimum 7.5 hours of training for all staff. During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. The agendas and attendance material are maintained in binders in the Principal's Office.

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?

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Our Parent Coordinator administers a parent survey in their native language to determine parent needs/interests for workshops, principal meeting agendas, and PTA meetings. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year. We have three Community Based Organizations working in our school, Good Shepherd Services, Career Visions Institute, and Committee for Hispanic Children and Families. The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment surveys and discussed during School Leadership Team meetings. Additionally, parents are invited to formal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey administered by the Parent Coordinator is also utilized to address the the needs of parents. All correspondence to families are translated in both the families native language. Our Parent Coordinator, bilingual school counselor, bilingual secretaries, and bilingual support staff are available to provide translations at all school functions.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	1	0	1	5
Intermediate(I)										23	6	0	0	29
Advanced (A)										8	7	3	2	20
Total	0	0	0	0	0	0	0	0	0	34	14	3	3	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	1	0	1
	I										5	0	0	0
	A										9	5	0	0
	P										33	16	9	7
READING/ WRITING	B										3	1	0	0
	I										23	6	0	1
	A										8	6	3	3
	P										15	9	6	4

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7	0	4	0
Integrated Algebra	32	0	14	0
Geometry	18	0	7	0
Algebra 2/Trigonometry	1	0	1	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	39	5	25	3
Physics				
Global History and Geography	42	3	22	2
US History and Government	22	3	18	2
Foreign Language	51	0	50	
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								

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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
Chinese Reading Test								

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

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

1. ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include SCANTRON, Achieve 3000, NYSESLATm LAB-R and teacher generated formative and summative assessment. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This information informs the overall instruction that is provided within each ESL classroom.

2. Noticeable patterns across different NYSESLAT modalities represent a necessity for instructional changes. The appearance of these patterns facilitate an adjustment in overall curriculum and instructional choices. The patterns appear that most students are deficient in reading and writing. These are the skills that the ESL teacher focuses on primarily for these students. Additionally, the instructor provides additional support in listening and speaking to ensure that students continue to develop in these areas. English proficient students are provided with necessary support past their enrollment in the ESL program. Title III funding and additional in-class support to ensure a smooth transition for these students.

3. The NYSESLAT is a culminating mechanism which assesses the growth or lack thereof of each student. Large portions of our students are proficient in Listening and Speaking, more support must be provided to ensure comparable proficiency results in the category of Reading and Writing. While students are immersed in a predominantly all-English setting, it appears that their writing and reading skills still lack proficiency. Students testing out tend to have mastered all four modalities and tend to need less support than students not testing out on the NYSESLAT. Success is evaluated by the number of ELLs attaining success on Regents examinations as well as making a year or more progress on in-house standardized assessments such as SCANTRON. Additionally, progress on the NYSESLAT is important. Movement upward of one level is important to the overall ability of ELLs to successfully contribute to a transition into a traditional English classroom setting. The ESL teacher disseminates this information to faculty members during subject area, grade-level, and ELL regularly scheduled meetings.

4. A comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs. As outlined above, the majority of our ELL students are deficient in reading comprehension and writing skills. A school initiative

involves professional development targeting literacy across the core curricula. Teachers are engaged in weekly and bi-weekly meetings where literacy for ELLs are targeted. The ESL teacher disseminates this information to faculty members during subject area, grade-level, and ELL regularly scheduled meetings.

5. Not Applicable

6. The success of our ESL program is measured by student progress on the NYSESLAT examination. Additionally, students are assessed throughout the year using alternative forms of assessments. Achieve 3000, Rosetta Stone, Scantron and the Periodic Assessment provides data throughout the year and allows us to benchmark the progress of our ESL program.

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.

Part VI: LAP Assurances

School Name: HS for Teaching & Professions **School DBN:** 10X433

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary Prince	Principal		1/1/01
Lorraine Lovergine	Assistant Principal		1/1/01
Nancy Rodriguez	Parent Coordinator		1/1/01
Wardell Minor	ESL Teacher		1/1/01
Sheila Birth	Parent		1/1/01
Fe Brown	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vladimil Ruiz	Guidance Counselor		1/1/01
Maria Cristina Jimenez	Network Leader		1/1/01
Gary Prince	Other <u>Principal</u>		1/1/01

School Name:HS for Teaching & Professions **School DBN:**10X433

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorraine Lovergine	Other <u>Assistant Principal</u>		1/1/01
Wardell Minor	Other <u>ESL Teacher</u>		1/1/01
Fe Brown	Other <u>Spanish Teacher</u>		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X433 **School Name:** HS for Teaching and the Professions

Cluster: 4 **Network:** 406

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.

During the student's enrollment process, the primary language spoken by the parent is ascertained and a record of this information is maintained. Once data is entered into the the ATS system there are reports that identify parent : (1) Home Language, and (2) Preferred Language for communication. Our Parent Coordinator administers an in-house parent survey in the appropriate native language to assess parental needs/interests for workshops, agendas for Principal's Round-Table meetings, and monthly PTA meetings. The Learning Environment Surveys also address additional parental concerns, which are routinely discussed during School Leadership Team meetings. All written correspondence to families is translated into the parent's primary language by our school support staff. Furthermore, our Parent Coordinator, bilingual school counselor, bilingual paraprofessionals, secretaries, and support staff are available to provide oral interpretation services at all school functions..

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

The majority of our parents is Spanish-speaking. Five families speak Albanian, two Arabic, and two Twi. These findings were reported to the school community during school-wide, subject-area, inter-disciplinary gradel-level, and School Leadership Team 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.

All written correspondence to families is translated into the parents' primary languages by in-house school staff. If our school-based personnel is unable to provide the required translation into the parents' primary language, we will utilize the services of the Translation and Interpretation Unit. Furthermore, in our Campus is an International school with multiple resources that we also utilize.

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.

All oral interpretation services are provided by members of our school staff. If our school-based personnel is unable to provide the required translation into the parent's primary language, we will utilize the services of the Translation and Interpretation Unit. Furthermore, in our Campus is an International school with multiple resources that we also utilize.

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>.

A copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services is disseminated to each family enrolled in our school via back-packing, mail, and parent meetings. A copy of this bill is posted in the Parent Coordinator's Office as well as all administrative and Guidance offices.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: HS for Teaching & Professions	DBN: 10X433
Cluster Leader: Christopher Groll	Network Leader: Maria Cristina Jimenez
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The program is designed to facilitate language acquisition for our English language learners at an accelerated pace. Students are targeted based on: their previous year's NYSESLAT results, SIFE status, Spanish LAB results and LAB-R results. The students attend Saturday sessions 25 times throughout the school year. The sessions are each three hours long and are taught by a certified ESL instructor. The sessions take place on Saturday mornings from 9:00 AM to 12:00 PM. The class size is limited to 25 students. The two instructors are: Wardell Minor and Jessica Perez. Both instructors possess Professional Certification in Teaching English to Speakers of Other Languages. The instruction during Saturday Academy will take place in English. The materials used for the program include, but are not limited to: computer programs such as Rosetta Stone and Empower3000, Keys to Learning textbook, Longman English dictionaries, Spanish/English dictionaries and supplemental textbooks. The supplemental program will include after school and Saturday ESL classes and ELA classes to: (1) provide additional ESL instruction and (2) provide preparation for the ELA Regents Exam requirement. The after school tutorial assistance will take place during the periods preceding standardized and comprehensive course examinations.

Part C: Professional Development

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

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

Begin description here: The Title III allocation will be used to provide time for our ESL teacher to prepare materials and deliver professional development. Topics covered include, but are not limited to: learning styles, classroom resources, scaffolding techniques, and student work analysis. The faculty meets once a month with our ESL teacher for a scheduled 48 minutes during teachers' professional period. Over the course of the year, our entire faculty meets during bi-monthly after school professional development sessions. These sessions are also 48 minutes long. The ESL teacher/coordinator, Wardell Minor prepares and conducts the ESL professional development sessions. Throughout the course of the school year, content area teachers participate in a minimum of eight ESL professional development sessions. The ESL teacher has a Professional Certification in TESOL. There are 29 teachers that participate in the monthly professional development sessions. Teachers' certification areas include: Mathematics, Spanish, Science, Social Studies, Business and Art.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: We have monthly parent meetings with the principal where ELL supports and instructional strategies are discussed. Our Parent Coordinator distributes an open-ended survey to all parents. The survey inventories the parents' needs in respect to English language acquisition for their children. We analyze the results of the survey and provide necessary programs for English Language Learners. The high school plans to continue enrollment of our parents in Rosetta Stone, an online program for language acquisition. We realize the importance of reaching out to our ELL parents in order to ensure success for our English language learners. Our Parent Coordinator, Nancy Rodriguez, works closely with the parents of our ELLs to encourage their involvement in school activities.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		