



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR ENERGY AND TECHNOLOGY

DBN: 10X565

PRINCIPAL: IGNAZIO ACCARDI

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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
Ignazio Accardi	*Principal or Designee	
Christoper Olsen	*UFT Chapter Leader or Designee	
Nancy Rodriguez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Jerilys Perez Kelvin Marte	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jauna Johnson	CBO Representative, if applicable	
James Barbieri	Member/SLT Chairperson/CSA Member	
Janelle Barragan	Member/ Guidance Counselor/SLT Secretary	
Mikal Tainone Archer	Member/Parent	
Dircia Reyes	Member/Parent	
Wanda Figueroa	Member/Parent	
	Member/	
	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

By June 2013 100% High School for Energy and Technology staff will have produced/designed collaboratively two (2) units for ELA, Math, Science and Social Studies aligned to Common Core State Standards according to the Citywide Instructional Expectations for 2012-13 that culminate in Common Core aligned performance assessments.

Comprehensive needs assessment

The production and design of two common core aligned units in Math, Science, ELA, and Social Studies is need to further align with Citywide Wide Instructional Expectation for 2012-2013.

Instructional strategies/activities

- 1) Professional Development with teachers on the implementation of Common Core in lesson planning and delivery of instruction.
Target Population: School-wide goal. All staff will teach two units aligned in common core and all students will experience two units.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach, and all subject teachers.
Implementation Timeline: September 2012 through June 2013.
- 2) Creation, distribution, and Professional Development on HSET Lesson Planning Template which includes alignment to Common Core.
Target Population: School-wide goal. All staff.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach, and all subject teachers.
Implementation Timeline: September 2012 through June 2013.
- 3) Use of Common Core aligned performance assessments
Target Population: School-wide goal. All staff.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach, and all subject teachers.
Implementation Timeline: September 2012 through June 2013.
- 4) Lead Partner Coaching from Institute for Student Achievement (ISA) for teachers once per week through SIG Grant.
Target Population: All staff.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach.
Implementation Timeline: September 2012 through June 2013.
- 5) Formal Observation process conducted by Principal and Assistant Principal with Pre and Post Observation Conferences.
Target Population: All staff

Responsible Staff Members: Principal, Assistant Principal
Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

HSET will host a Family Curriculum Night in which parent’s will be introduced and exposed to common core aligned work that their students will be working on throughout the 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.

X Tax Levy Title I Title IIA Title III X 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).

Tax Levy funds will be used to hire highly qualified teachers in each subject of Math, English, Science and Social Studies. Teachers will receive supervision and professional development in producing Common Core aligned units from Principal (Tax Levy Funded) and Assistant Principal (Tax Levy Funded and SIG funded). In addition, coach one day per week as well as professional development opportunities will be funded using SIG monies in partnership with the Institute for Student Achievement. Title I Parental Involvement monies will fund Family Curriculum Evenings.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, 75% of teachers will demonstrate progress in pedagogy, specifically, establishing a culture for learning (2b), and designing coherent instruction (1e); as indicated by formative feedback using Charlotte Danielson's Framework for teaching rubric.

Comprehensive needs assessment

As a new school, it is critically important that we develop an understanding around a research-based common teaching rubric. Our concentration on 2B establishing a culture for learning and 1E designing coherent instruction are foundational pieces in building our instructional framework and culture in a new school.

Instructional strategies/activities

- Frequent formative classroom observations from Assistant Principal and Principal. Providing formative feedback using Charlotte Danielson's Framework for teaching rubric.
Target Population: All staff
Responsible Staff Members: Principal, Assistant Principal
Implementation Timeline: September 2012 through June 2013.
- Lead Partner Coaching from Institute for Student Achievement (ISA) for teachers once per week through SIG Grant on 2b establishing a culture for learning and 1e designing coherent instruction.
Target Population: All staff.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach.
Implementation Timeline: September 2012 through June 2013.
- ISA coach will help develop and monitor design of HSET Online Teacher Portfolio which will be a transparent structure housing teacher lessons, student assessments, student work and ongoing peer support dialogues.
Target Population: All staff.
Responsible Staff Members: Teaching staff and ISA Coach.
Implementation Timeline: September 2012 through June 2013.
- Teachers are able to identify area of professional growth in one-on-one meetings with ISA coach, principal and in journals at beginning middle and end of the year.

Target Population: School-wide goal. All staff.

Responsible Staff Members: Principal, Assistant Principal, ISA Coach, and all subject teachers.

Implementation Timeline: September 2012 through June 2013.

- ISA Coach and Administration will engage in scheduled walk thru of classrooms, guided by goals reflecting CCLS/CIE objectives, and the Danielson Framework, specifically 2b establishing a culture for learning. All parties participate in debrief sessions and collaborate on composite reports to staff. Rubrics for walk-throughs and composite reports will reflect Danielson Framework.

Target Population: All staff.

Responsible Staff Members: Principal, Assistant Principal, ISA Coach.

Implementation Timeline: September 2012 through June 2013.

- Teachers will have posted 4 “portfolio” lessons and performance assessments that demonstrate inquiry based instruction, aligned with CCLS and NYS Standards. Lessons will have undergone revision after reflection, observation, and analysis of student work produced.

Target Population: All staff.

Responsible Staff Members: Teaching staff and ISA Coach.

Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

HSET will host a Family Curriculum Night in which parent’s will be introduced and exposed to basic elements of feedback systems for staff.

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).

Tax Levy funds will be used to prepare and produce materials to deliver and continuously support professional development in using a research-based common instructional frame: Danielson Rubric. Teachers will receive supervision and professional development in aligning instruction to 1E and 2B domains in the rubric from Principal (Tax Levy Funded) and Assistant Principal (Tax Levy Funded and SIG funded). In addition, coach one day per week as well as professional development opportunities will be funded using SIG monies in partnership with the Institute for Student Achievement. Title I Parental Involvement monies will fund Family Curriculum Evenings.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, 100% of teachers will demonstrate progress in pedagogy, specifically at least one HSET Habit of Mind, as measured by student growth in using the HSET Habits of Mind tracked by analysis of student work and performance tasks.

Comprehensive needs assessment

The staff of HSET established a set of HSET Habits of Mind that are based on the research of Dr. David Conley that will provide students four core principles to strive and reflect on as they move through all academic disciplines.

Instructional strategies/activities

1. Professional Development to establish the HSET Habits of Mind:
 - a) Creation of knowledge and understanding through writing based on a variety of texts.
 - b) Students are to support arguments with evidence in writing, classroom debate/discussion, and portfolio conferences.
 - c) Employment of multiple views and perspectives to problem solve.
 - d) Reflect and refine your work and assist others in feedback and reflection.
Target Population: School-wide goal. All staff.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach, and all subject teachers.
Implementation Timeline: September 2012 through June 2013.

2. Lead Partner Coaching from Institute for Student Achievement (ISA) for teachers once per week through SIG Grant.
Target Population: All staff.
Responsible Staff Members: Teaching staff and ISA Coach.
Implementation Timeline: September 2012 through June 2013.

3. Formal Observation process conducted by Principal and Assistant Principal with Pre and Post Observation Conferences.
Target Population: All staff
Responsible Staff Members: Principal, Assistant Principal
Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

HSET will host a Family Curriculum Night in which parent's will be introduced and exposed to tasks that are aligned to the HSET Habits of Mind that their students will be working on throughout the 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.

 X Tax Levy Title I Title IIA Title III X 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).

Tax Levy funds will be used to prepare and produce materials to deliver and continuously support professional development in incorporating the HSET Habits of Mind into daily instruction. Teachers will receive supervision and professional development in incorporating all four Habits of Mind into their instruction from Principal (Tax Levy Funded) and Assistant Principal (Tax Levy Funded and SIG funded). In addition, coach one day per week as well as professional development opportunities will be funded using SIG monies in partnership with the Institute for Student Achievement. . Title I Parental Involvement monies will fund Family Curriculum Evenings.

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

Create a safe, supportive, nurturing environment in which social and emotional support of students goes “hand-in-hand” with academic success.

Comprehensive needs assessment

Teachers as Advisors are able to articulate their role in the social, emotional and academic lives of their advisees through case management sessions during Support Team Meetings to be held every other day.

Teachers as Advisors are able to demonstrate social, emotional, and academic growth of their advisees through the presentation of student work and formative data at case management sessions and Support Team Meeting to be held every other day.

Instructional strategies/activities

- Professional Development on the role of adults on staff and advisors
Target Population: School-wide goal. All staff.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach, and all subject teachers.
Implementation Timeline: September 2012 through June 2013.
- Development of Guidance Counselor to support Teachers in their role as Advisors
Target Population: Guidance Counselor
Responsible Staff Members: Principal, Assistant Principal, ISA Coach
Implementation Timeline: September 2012 through June 2013.
- Development of Advisory Curriculum to be delivered to all 9th Grade students over the course of 2012-2013 school year.
Target Population: School-wide goal. All staff.
Responsible Staff Members: Principal, Assistant Principal, ISA Coach, and all subject teachers.
Implementation Timeline: September 2012 through June 2013.
- Build into school schedule two Support Team Meetings per week for teachers to meet as a team and conduct case conferencing and kid talk.
Target Population: School-wide goal. All staff.
Responsible Staff Members: Principal, Assistant Principal
Implementation Timeline: September 2012 through June 2013.
- Development of Google Doc Information Sharing System to document Support Team Meeting Minutes and next steps.
Target Population: School-wide goal. All staff.
Responsible Staff Members: ISA Coach and all subject teachers.
Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

HSET will host a Family Curriculum Night in which parent’s will be introduced and exposed to the goals and strategies of our Advisory Program. Families will be provided with tasks from the curriculum as well as the social and emotional support that they deliver.

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III X 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).

Tax Levy funds will be used to prepare and produce materials to deliver and continuously support professional development in delivering our Advisory curriculum and Program. Teachers will receive supervision and professional development in incorporating social and emotional support of students into their professional practice from Principal (Tax Levy Funded) and Assistant Principal (Tax Levy Funded and SIG funded). Our school Guidance Counselor, (Tax Levy and SIG funded) will also take a leadership role in turn-keying social and emotional support strategies into staff professional practice. In addition, coach one day per week as well as professional development opportunities will be funded using SIG monies in partnership with the Institute for Student Achievement. . Title I Parental Involvement monies will fund Family Curriculum Evenings.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To create structures and procedures that will allow the High School for Energy and Technology to submit a successful Letter of Intent to begin the process for New York State CTE program approval in HVAC. By June 2013, The High School for Energy and Technology (HSET) will achieve at least 80% of the criteria laid out for 2012-2013 in HSET CTE Program Letter of Intent.

Comprehensive needs assessment

Criteria listed in CTE Letter of Intent to start NYS approval process:

- Formation of Self-Study Group
- Creation of industry and post-secondary partnerships
- HVAC Program Scope and Sequence
- Outline of Work-Based Learning experiences

Instructional strategies/activities

- Form a school-based self-study team to establish program approval goals, objectives, calendar of events/meetings, assign individual tasks/roles.
Target Population: All staff.
Responsible Staff Members: Assistant Principal
Implementation Timeline: September 2012 through June 2013.
- Establish post-secondary and industry partners with set goals for level of participation and commitment.
Target Population: All staff, community members, partners
Responsible Staff Members: Assistant Principal
Implementation Timeline: September 2012 through June 2013.
- Formation of HSET CTE Advisory Board with post-secondary and industry partners
Target Population: All staff, community members, partners
Responsible Staff Members: Principal, Assistant Principal
Implementation Timeline: September 2012 through June 2013.
- Development of work-based learning program
Target Population: All staff, community members, partners
Responsible Staff Members: Assistant Principal
Implementation Timeline: September 2012 through June 2013.

- Completion of program scope and sequence for all on site courses including timelines for work-based learning program implementation and HVAC certification assessments.
Target Population: HVAC Classes
Responsible Staff Members: Assistant Principal, HVAC Teacher
Implementation Timeline: September 2012 through June 2013.
- Utilization of VTEA Funding
Target Population: HVAC Program
Responsible Staff Members: Assistant Principal
Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

HSET will host a Family Curriculum Night in which parent’s will be informed of the progress toward certification of our CTE program in HVAC.

Budget and resources alignment

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

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

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

If other is selected describe here: VATEA funds are through Carl Perkins Grant that are designed to provide funding for CTE programs. HSET is utilizing VATEA funding to build our CTE HVAC and gain New York State Program Approval.

Service and program coordination

- We are in the first year of working toward NYS Certification and Approval within the CTE initiative for HVAC. All supplemental VATEA funding identified in My Galaxy is geared to work towards building an HVAC certified and industry based program. VATEA funding is allowing HSET to be able to acquire equipment and supplies needed to establish a work based environment which is industry based. We are currently implementing the NYS approved NCCER curriculum for HVAC and will incorporate that model as part of the scope and sequence of courses which will create a work based learning environment and prepare students for the field of HVAC.

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"> • Mastery Learning • Achieve 3000 Reading • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted 	<ul style="list-style-type: none"> • During School day 37.5 Minutes, Mon-Thurs 2:40 - 3:17pm • Extended Day Mon – Thurs 3:30 pm - 4:30 pm
Mathematics	<ul style="list-style-type: none"> • Mastery Learning • Achieve 3000 Reading • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted 	<ul style="list-style-type: none"> • During School day 37.5 Minutes, Mon-Thurs 2:40 - 3:17pm • Extended Day Mon – Thurs 3:30 pm - 4:30 pm
Science	<ul style="list-style-type: none"> • Mastery Learning • Achieve 3000 Reading • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted 	<ul style="list-style-type: none"> • During School day 37.5 Minutes, Mon-Thurs 2:40 - 3:17pm • Extended Day Mon – Thurs 3:30 pm - 4:30 pm
Social Studies	<ul style="list-style-type: none"> • Mastery Learning • Achieve 3000 Reading • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted 	<ul style="list-style-type: none"> • During School day 37.5 Minutes, Mon-Thurs 2:40 - 3:17pm • Extended Day Mon – Thurs 3:30 pm - 4:30 pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small Group and Individual Counseling Services	Small Group Sessions One-on-One Sessions	During the school day on a rotating schedule in counseling suite.

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.

HSET uses a variety of methods to acquire, retain and support highly qualified teachers: As a new school our recruitment focused on three areas: Recruitment of experienced teachers to serve on the school's planning team and subsequently full-time staff, qualified teachers from the phase-out school in the building, and new teachers via programs like New Teacher Finder, Teaching Fellows, Math for America, etc.

HSET believes in nurturing teachers by providing frequent and consistent supervisory support. Coach on day a week provided by our partner, the Institute for Student Achievement, and various opportunities to assume leadership roles in department teams, curriculum writing, and social emotion support of students.



ENERGY AND TECHNOLOGY

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Ignazio Accardi, Founding Principal, I.A.

PARENT INVOLVEMENT POLICY (PIP)

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. The High School for Energy and Technology's (HSET) 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. HSET 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;

HSET'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;
- 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

The High School for Energy and Technology, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of

student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cindy Kerr	District 10	Borough Bronx	School Number 565
School Name High School for Energy and Technology			

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

Principal Ignazio Accardi	Assistant Principal James Barbieri
Coach Terry Born	Coach n/a
ESL Teacher Jill Katz	Guidance Counselor Janelle Barragan
Teacher/Subject Area Tara Winter	Parent Nancy Rodriquez
Teacher/Subject Area Allison Messer	Parent Coordinator n/a
Related Service Provider Chiniqua Perrino	Other n/a
Network Leader Cindy Kerr	Other n/a

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	105	Total Number of ELLs	13	ELLs as share of total student population (%)	12.38%
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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. [i](#)

1. We always interview our students and their families informally and orally, asking questions about the students past educational history, how they chose our school, etc. Based on that informal interview we then begin the formal interview process. The first step in identifying those students who may be possible ELLs is to give the Home Language Survey to the student's parents in order to determine the first language. If it is a low incidence language, we will contact the Office of Translation and Interpretation Services. They can translate required forms, or send someone to the site to interpret or we can use the interpretation services over the phone. The interview will be conducted in English and/or in the parent's native language, if the home language is other than English. This interview will be conducted by a trained and licensed pedagogue, who is a member of the school's ELL Team. The ELL team consists of the ESL teacher, the Assistant Principal, the Special Education Teacher, the Attendance Teacher, and the Principal. Both the parent and the child will be interviewed. Based on the parent's responses [HLIS] and the interview, the language code will be determined. If the home language is other than English, the student (who is a first entrant to NYC) is eligible to take the LAB-R. If the student does not score proficient on the LAB-R, he/she will receive ELL services. If the home language of the student is Spanish and he doesn't score proficient he will also receive the Spanish LAB. A trained ESL teacher, Ms. Jill Katz, and/or the Assistant Principal, Mr. James Barbieri, will conduct the initial screening, the administration of the HLIS, the LAB-R (if necessary), and the formal assessment. This intake process is all available on the same day, on the day when the parent and child first come into the building. This will be completed within 10 school days. Licensed and appropriate staff is always available for this intake process. Every year students who are entitled will be given the NYSESLAT in the spring until they achieve English language proficiency.
2. We currently have 100% integrated push-in ESL program. Parental outreach is conducted by the ESL teacher/coordinator through letters, calls and interview/conferencing. Beginning in the Fall semester the ESL teacher meets with parents to discuss the proper placement of students into ESL programs and ascertaining based on previous NYSESLAT Data.
3. The School sends entitlement letters home to students and parent survey forms and uses the CR part 154 which places students in a transitional bilingual program in the event that they do not return the forms.
4. Based on previous NYSESLAT data, students are programmed accordingly. Where necessary outreach to parents is made to verify the level of placement. We provide consultations and communication activities in the native language where applicable.
5. We are a new school, started September 2012. The students who have entered through the enrollment process have all been established ESL students. As a first year school we do not have any data to currently establish any trends regarding trends in parent choice.

6. We are a new school, started September 2012 offering push-in model ESL program. The students came as ESL students through the enrollment process. This model coincides with parent choice, which parents approve of at the time that they make their high school selection choices.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										0				0
Push-In										13				13
Total	0	0	0	0	0	0	0	0	0	13	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	6

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	5	1	1	2	1	0	6	0	5	13
Total	5	1	1	2	1	0	6	0	5	13

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11				11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	13	0	0	0	13								

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1.1a. We use the Push-In and on an immediate needs only basis an occasional Pull-Out as and a Collaborative model. Instruction is provided by a licensed ESL pedagogue in both models. On-line learning is blended with face-to-face instruction. The ESL teacher uses not only the Push-In model, with students by supporting their work with Achieve 3000, but when necessary will on occasion use the Pull-Out model if more direct and immediate support is required.

1b. We are in our first year and have 9th grade students. They are homogeneously grouped. Because of our very small numbers, teachers know the specific needs of our students and can group them within the class and differentiate assignments. The ESL teacher knows what their proficiency levels are and groups them within the class when working with them. With those that are more advanced, she uses the Push-In model; for the students who are intermediate or below she uses the Pull-Out model to address their needs.

2a. ESL and ELA instructional minutes are delivered in the following manner; there are 275 minutes of ELA instruction per week and 825 minutes per week of ESL instruction in our push in model. Our classes are collaborative model and is co-taught by the licensed ESL teacher and subject area teacher. The second period of instruction is also the collaborative model, and again the same ESL teacher co-teaches with another teacher. This class is used to support content area instruction. Students use technology to support English language acquisition with such supplementary programs as Achieve 3000 and on-line programs to support content area instruction.

3. ESL instruction is delivered in English. In the English content area, instruction is the Push-In model. The ESL teacher works and plans with her co-teacher and adapts the lesson given so that it is more accessible to the ESL students. She scaffolds the instruction, makes modifications where needed to accommodate the student's level, she will explain the vocabulary (front loading), modify the pacing and suggest strategies to successfully complete assignments. The focus is on literacy as well as language acquisition skills. Differentiation is a critical component for content area instruction, not only in the English class but in mathematics and in global studies. Again, scaffolding, pacing, instructional modifications and vocabulary play a key role in rolling out new concepts and most particularly in word problems. Global studies instruction follows similar guidelines but because it is so language intensive, the ESL teacher does the Pull-Out model to support global studies. Additional strategies are: note taking from a supplementary text, using the Cornell model for note taking, summarizing and strengthening academic language in the content areas, paraphrasing when writing paragraphs and cloze exercises. Technology is blended into classroom instruction, as an additional instructional tool and resource throughout all of their classes. By having access to the internet and on-line resources our ELL students are able to develop their skills to the fullest and not denied an opportunity to learn in 21st Century.

A. Programming and Scheduling Information

4. If the student is a first entrant to NYC they are eligible to take the LAB-R. If the home language is Spanish he/she will also take the Spanish LAB. For students who are literate in their native language, they can take NYS Regents Examinations in their native language and those exams can be graded by teachers proficient in those languages.
- 5.
- a. SIFE students come with missed years of official school instruction. As a result, they are often illiterate in their home language as well as in English. These students must learn English, pass their classes and pass the NYS regents' exams. In order to address their academic needs we will offer them tutoring, online programs for credit recovery, reading programs for literacy, and counseling. They are older and need more social and emotional interventions to keep them in school in order to graduate high school. In addition our SIFE students will be provided with the appropriate testing modifications for ELL students.
- b. ELL students that have been in the US for less than three years must pass the NYS ELA regents' exams as well as the NYSESLAT assessment. They will need accelerated instruction, more tutorials, and before, after, and Saturday tutoring. They will also use online programs with teacher support, such as Achieve 3000 and Reacing Horizons.
- c. ELL students that have been receiving services for 4-6 years are at risk of becoming long term ELLs. They might be bored in ESL classes. To avoid that, they should be given more electives focusing on the literacy as well as content, interest and appropriate reading levels. That can be accomplished by offering electives such as Computer Literacy and Career Exploration which are language intensive with hands-on approach.
- d. Long Term ELL students with more than six year of service are more likely to drop out of high school according to national statistics. Therefore, in addition to increased support for language acquisition and credit accumulation, they should also be engaged in goal setting and post secondary planning.
6. Our instructional strategies and grade level materials for ELL-SWDs follows the recommendations of the individual student's IEP. These can include speech and hearing therapy as well as counseling services for the required times and group size as mandated. In addition all testing modifications will be followed including additional time, separate location, a reader and/or writer as well as extended time and the use of a dictionary and/or glossary. Specific IEP recommendations related to English language supports and targeted skills will be followed. All of our ELL students who have been identified as special needs students are all in integrated collaborative team teaching classes (ICT) with a special education teacher and the licensed content area teacher. The teachers plan lessons that are scaffolded, allow for differentiated instruction and build time into the lesson to allow for small group and individual student supports. There will be tutoring to support students who need more time on task, preparation for passing the NYSESLAT exam. The focus of both instruction and tutoring to is to prepare and tutor students to pass NYS Regents Exams. We also will use technology as a tool to support differentiated instruction and individualized learning goals.
7. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. All of these students are in ICT classes which have two teachers, the content area specialist and the special education teacher who accomodates the students needs and his/her learning style. Because we have technology, laps tops and on-line programs such as Achieve 3000 are used to differentiate according to each students language acquisition needs. Our AP works closely with the ESL teacher to determine how ESL instruction can support content area needs as well as individual needs. Tutoring sessions are available for students that can be used for any additional pull out or push in services such speech, hearing, counseling, credit recovery and on-line foreign language, Achieve 3000, and extended time to complete tests, essays, reports and lab reports.

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

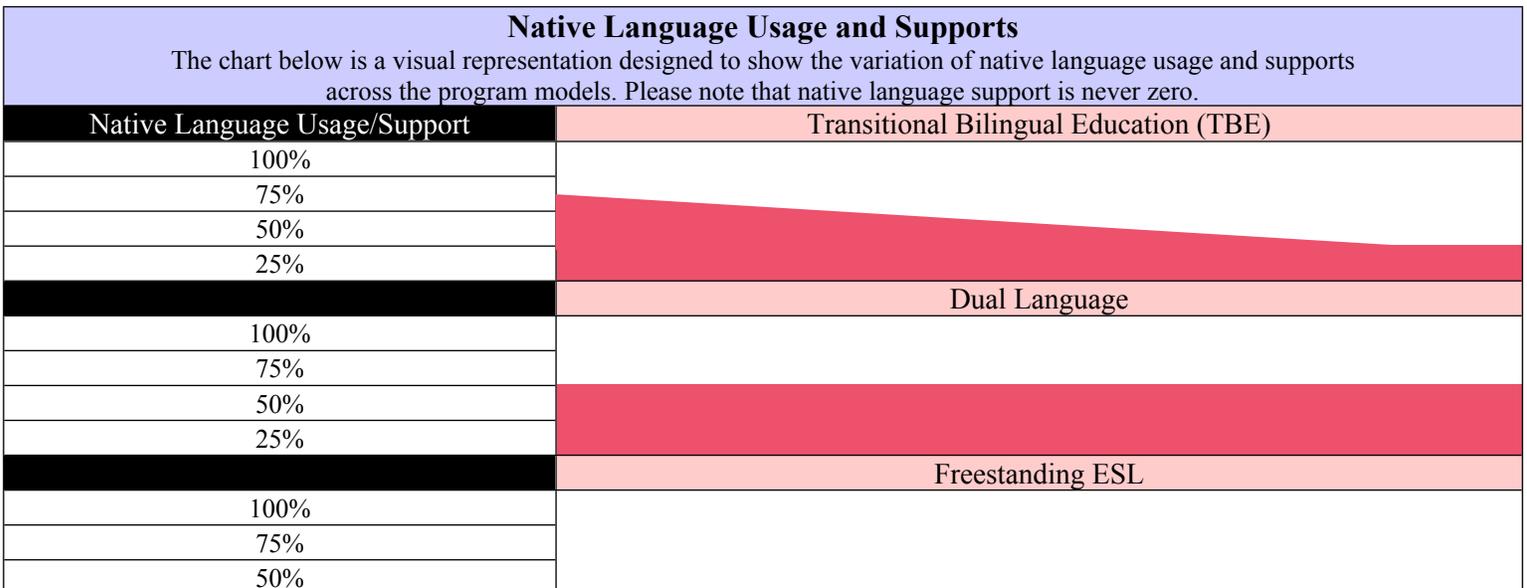
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

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

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



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

B. Programming and Scheduling Information--Continued

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

8. We support our ELL students by offering them Achieve 3000 additional instructional help, counseling and speech services. The ESL teacher does push in and pull out depending on the needs of the individual students in the content area classes. The school has an ICT program for special education students and there are two teachers certified in special education, covering mathematics, ELA, Science, CTE and social studies. The special education ELLs are in one or more ICT classes, where there is the special education teacher to provide extra help and to scaffold lessons. ELLs are encourage and in some cases mandated to attend extended day and after school tutoring and mastery learning experiences.

9. Transitional support will be provided student by student basis taking into consideration their individual needs. They will receive the support of the ESL teacher, as well as the support of the whole faculty and their peers. Teachers will scaffold their work and use timely assessment in order to offer interventions and enrichments as needed.

10. Since we just opened the school last semester September 2012, we only have few results upon which to base any modifications of current practice. We had three students who tested out of ESL and all the others went up one level. We found that they had difficulty in the reading and grammatical portion of the NYSESLAT exam and will focus on those areas. We will begin to implement Achieve 3000 to help and assist.

11. This is only our first year of existence, there isn't any program that we would drop.

12. Our ELLs are also involved in the Theater Arts & Speech classes, Heating Ventilation and Air Conditioning (HVAC), Advisory and Physical Education classes where the subject is less language dependent but support language use and development. These classes help ELL students of all levels develop their talents by offering alternative learning experiences. In addition, we intend to offer a wide variety of clubs that are open to all students such as partnership with Opening Act and Skills USA.

13. To support our ELLs, the school has provided alternate texts in English and history, which are more accessible. Alternate textbooks are available for history, with grade appropriate language, but more accessible for our ELL students. The ELA classes have classroom libraries with a variety of genres, and we will get more books in the native languages, spoken by our ELL populations. We incorporate technology into the curriculum (Achieve 3000, Mastery Learning and the Wizard Online Program) as a blended learning environment that combines face to face instruction with online curriculum. This creates new opportunities to meet students' learning needs.

All content area teachers offer tutoring for all students on a regular basis during the day and in after school programs. A Saturday program will be offered to all students including ELLs starting in the spring (depended on the budget). There is also mandated counseling offered to all special education students, including our special education ELLs.

We are committed to serving all the needs of the ELLs and will do so by making all faculty aware of their needs, by drawing on the expertise of our Network CFN 106 and the NYCDOE. We incorporate technology into the curriculum (Achieve 3000, Mastery Learning and Wizard Online), and by involving their parents in the learning process. Our goal is to have our ELL students graduate with their cohort, within four years, and have a strong post secondary plan in place after they graduate.

14. Native language support can come from staff members who speak the language, a buddy system, translations, translated materials, dictionaries, glossaries and on-line translation programs.

15. Yes, the required support and resources correspond to the ages and grade levels of our ELLs. Our ELLs are 9th graders and the majority of them are age appropriate for the grade. All materials used are age and grade appropriate. Our ELLs are all in regents level content area classes. The ESL classes support English language acquisition at the level required to prepare for and pass the NYSESLAT exam and NYS Regents Exams.

16. The school offers an information session in June, and an orientation in the last week of August to ensure a smooth transition into a new school year. Present at these events are the Principal, the Assistant Principal, the Attendance Teacher, Solar One our Community Coordinator, and the teaching staff (including the ESL teacher). We have an active parent population and the parental involvement will be ongoing, with special encouragement for the parents to attend school events such as Parent Association meetings, College Night, etc. We plan to survey ELL parents to see what their needs are, and to have an ELL parent on our PTA, if possible. We plan to partner with community organizations and our Attendance Teacher/Family Relations coordinator, Maria Maldonado, will be actively involved in these outreach efforts.

17. This is our first year as a new school, and we do not currently offer language electives. We are looking at Power Speak which is an on-line language course giving students the opportunity to pick a language of their choice. We will be sensitive to student interests and ethnicities and try to offer a wider variety of languages.

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)?

N/A

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> 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.
<p>1. We are committed to serving all the needs of the ELLs and will do so by making all faculty aware of their needs, by drawing on the expertise of our Network CFN 106, and the NYCDOE. ESL Teacher is enrolled in QTEL PD Program with CFN 106. The PD will be ongoing among staff members because they are all teachers of ELL students, not just the ESL teacher. PD will be provided by Network personnel, our ESL teacher and through the DOE. As ELLs transition from level to level they still need to be supported to meet requirements for graduation and teachers need to learn focused ESL strategies, not just from staff and network members but also in collaboration with and administrator and outside consultants such as Opening Act, Wizard Online, and Mastery Learning. Our goal is to have our ELL students graduate with their cohort, within four years, and have a strong post secondary plan in place after they graduate.</p> <p>2. N/A at this time.</p> <p>3. Training for the minimum 7.5 includes the QTEL PD which is and will be turnkeyed by our ESL teacher, Ms. Jill Katz. The PsD facilitators will include CFN 106 ESL specialist Susan Tynan, along with Mr. Barbieri, the Assistant Principal who will be there to support this training.</p>

E. Parental Involvement

<ol style="list-style-type: none"> 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?
<p>1. We have a Parent Association and a School Leadership Team. We believe in active parent involvement which will be encouraged continuously through newsletters, phone calls, emails, and family evenings. We will organize activities based on the parental feedback and needs surveys. The school offers an information session on June, and an orientation. We plan to survey ELL parents to see what their needs are, and to have an ELL parent on our PTA. We plan to partner with community organizations and our ESL Teacher, Jill Katz, will be actively involved in these outreach efforts.</p> <p>2. We are a new school and we will be developing partnerships with outside agencies to provide workshops and services to ELL parents. We will use the information gathered from parental feedback to guide us in making the appropriate matches to support our parents' needs through the appropriate supporting organizations.</p> <p>3. We evaluate the needs of parents through a number of ways: direct contact at open school nights, info sessions and orientation, at school functions and celebrations. We also will survey them and have an ELL parent representative in the PTA.</p> <p>4. Our parental involvement activities address the needs of the parents by providing translators at school events, and sending home mailings in Spanish and English. Our on-line grades SKEDULA will also be available in Spanish.</p>

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
													L

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)										1				1
Intermediate(I)										6				6
Advanced (A)										6				6
Total	0	0	0	0	0	0	0	0	0	13	0	0	0	13

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	13			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	13			
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. We are in our first year as a new high school. Our students have come to us after several years in an ELL program. We use data provided by ATS to determine placement in ESL and non-ESL classes. The students are given given base line assessments to determine reading levels, comprehension and writing ability. We also follow the mandates of their IEPs.

2. In total we have 13 ESL students in our school. According to the NYSESLAT we have 5 students that are proficient in listening/speaking, 7 who advance and 1 who is intermediate. There are 5 students who are advance in reading/writing, 7 intermediate and 1 who is beginner. According to the data we need to strenghten reading and writing with ELL students. There are 6 of the total students who are both ELL and SPED.

3. Instructional decisions are affected by the NYSESLAT modalities as follows:

Class instruction must support the listening component of the NYSESLAT as well as NYS ELA regents. Students will practice more listening passages and answering comprehension questions based on the heard material. This will be also supported by appropriate note taking and other literacy skills.

The listening is connected to phonics and reading skills. Students need assistance is defining words, sounds, and acquiring meaning to the heard and read text.

4.

a. All students tested below standards on their NYS ELA 8th grade assessment. Our students do not take tests in their native language.

b. The assessment data used from ELA writing during instructional time both during the day and after school is used to plan, and to differentiate instruction.

c. Most of the ELL students are performing below standards on levels 1 and 2. The native language is not used in classroom instruction. However, glossaries and dictionaries are available for students.

5. We do not have a Dual Language program.

6. The success of our programs for ELLs will be evaluated based on the number of students testing out of ESL, passing NYS Regents and graduating high school with their cohort. We are a first year school and will have the necessary assessment data as used in the NYSESLAT and NYS Regents to evaluate the success of our students.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>HS for Energy and Technology</u>		School DBN: <u>10X565</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ignazio Accardi	Principal		1/1/01
James Barbieri	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Jill Katz	ESL Teacher		1/1/01
Nancy Rodriquez	Parent		1/1/01
Tara Winter	Teacher/Subject Area		1/1/01
Allison Messer	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Janelle Barragan	Guidance Counselor		1/1/01
Cindi Kerr	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 10X565 School Name: High School for Energy & Technology

Cluster: 01 Network: 106

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.

In September we conducted a survey during Parent Orientation, and examined the home language data in ATS. On ATS, the RHLA Report lists the home languages broken down by grade level and home language. There are 7 languages listed as primary home languages: 51 English, 48 Spanish, 1 Albanian, 1 Bengali, 2 French, 1 Fulani, 1 Italian. On ATS, the RAPL Report gives us a list of students and their parents and the spoken and written native languages. We use this to determine what languages we need to translate documents into. Based on this and informal conversations during orientation and school events we can ascertain which parents require translators for future interviews and to have school documents and notices translated into the appropriate language.

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 dominant native home language is Spanish. We inform our staff members that Spanish translations is available for outreach phone calls by school staff. All of our school mailings are in English and Spanish. Our staff has been informed during case conferencing, IEP training, common planning time and during morning roll calls that there are translation services available if the teacher or any other staff member needs to communicate with non-English speaking parents in order to reach all the parents. We inform parents who attend PTA meetings that translation services are available for those 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.

Our school translates information about the school's academic program and student's participation. (For Example, AIS Activities, Extended Day Tutoring/Activities) The school translates written information to parents about students' achievement The school translates all mandated letters and forms

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.

We will reach-out to the Regional Translation and Interpretation unit for interpretation support with languages that our staff cannot translate. Our multi-lingual staff will interpret the more familiar languages, such as Spanish. These interpretations will be used at PA Meetings, Parent Teacher Conferences and during phone conferences with a parent who speaks a language other than English. Spanish translation, the dominant native language, is provided in house by Spanish speaking staff members, who include a Guidance Counselor, an Attendance Teacher, a paraprofessional, as well as DOE translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All materials will be translated into the appropriate languages for parents. At Parent Meetings and during Parental Conferences both at school and through phone calls we will provide, where possible, the necessary translation for parents. These services, both written and oral translation will be provided by school staff members, where applicable and DOE Translation Services.

