



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: H. S. OF ARTS AND TECHNOLOGY
DBN (i.e. 01M001): 03M494
Principal: ANNE GEIGER
Principal Email: AGEIGER@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anne Geiger	*Principal or Designee	
Lia Galeano	*UFT Chapter Leader or Designee	
Susan Nolasco- Parent	*PA/PTA President or Designated Co-President	
Patty Salcedo	DC 37 Representative, if applicable	
Michelle Guaman- Student Hamed Doumbia - Student	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Steve Landress - Teacher	Member/ UFT	
Mittie Green - Parent	Member/ PTA CO-President	
Thelbert Warren - Parent	Member/ PA - Treasurer	
Edlyn Charles – Parent	Member/ PA – Title I Representative	
Helen Dunn - Parent	Member/ PA – Recording Secretary	
Tesfa Stewart	Member/ Chariperson	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2014, 75% of incoming 9th graders who entered below grade level in mathematics will gain one grade level.

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.

After an analysis of middle school state exam scores, 80% of the incoming 9th grade are below grade level in mathematics and 9% were far below grade level in mathematics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All math teachers will participate in common mathematics professional development intended to shift their teaching practice to CCLS.
2. Students scoring below or far below math standard scores for 8th grade will be programmed for two years of Integrated Algebra.
3. School will administer periodic assessments two times between December 2013 and May 2014.

B. Key personnel and other resources used to implement each strategy/activity

1. All math teachers will attend CPM training in the Fall of 2013 and late Winter of 2014.
2. Teachers will evaluate results during CPT
3. Teachers and AP

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher reflection on strategies made as a result of PD. Observations will confirm that teaching strategies are aligned with CPM and CCLS
2. Diagnostic given early Fall and evaluated by teachers.
3. Evaluation results will be used to reprogram students for additional PM school support beginning January 2014.

D. Timeline for implementation and completion including start and end dates

1. At least 2 times per year, early Fall and late Winter.
2. Beginning Fall 2013.
3. Two times per year, December 2013 and May 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers (5) released for CPM training 2X per year – substitute teachers hired.
2. Per session for after school grading.
3. Per session for after school grading and PM school activity (4 teachers, 2X weekly, 20 weeks)

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).

Communication to student homes is done several times a month (via mail a school messenger). The standing Parent Association meeting is also used as a communication platform. Letters indicating PID with invitations by Counselors for face-to-face meetings sent mid-Trimester, 3X year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

By June 2014, 80% or more of the 2013 cohort will have earned at least 12 credits.

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.

Analysis of data shows a correlation between credit accumulation in 9th grade and 4 year graduation rate. Percentage of students earning 10+ credits in 1st year in 2012-2013 was 76.7%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers and administrators in department teams meet weekly, every Friday, to review student progress. Inquiry teams focus on literacy skills across the disciplines. Resources and assessments are created to assess what the students know and are able to do within the Common Core State Standards. Subsequently, teachers devise instructional strategies, targeted to the specific needs of individual students.
2. School has moved to Trimester Scheduling in 2012 which allows for longer periods and longer day also giving students the opportunity to gain 18 credits per semester.

2. Key personnel and other resources used to implement each strategy/activity

1. Programming entire school for same period CPT.
2. The Trimester Model is now in its second year. Teachers now have had experience with longer class time and CCLS implementation and expect that credit accumulation goals will be met. The SLT met with parents in the spring of 2013 and they agreed to keep the Trimester Model.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Credit accumulation will be evaluated 3X per year, end of Trimester 1, 2 and 3. Counselors will meet with students and class advisors to review progress via transcripts.

4. Timeline for implementation and completion including start and end dates

5. Tracking progress is an on-going, yearlong process. Department meetings held weekly, every Friday. Trimester schedule began September 2012 (3 Trimesters, Sept-Nov.; Dec.-March; and April- June – Schedule remains same for school year 2013-2014. Trimester mid-point assessments, 3 times a year. Programmig adjustments are calculated and implemented for Trimester 3 beginning March 2014.

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be consulted and have input into student groupings. PM school is scheduled for AIS support beginning January 2014 (per session 4 teachers, 2X weekly, 20 weeks.

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).

- Communication to student homes is done several times a month (via mail a school messenger). The standing Parent Association meeting is also used as a communication platform. Letters indicating PID with invitations by Counselors for face-to-face meetings sent mid-Trimester, 3X year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.
 . We will provide 50% of eligible students with rigorous course sequences that exceed minimum graduation requirements (e.g., advanced math, advanced science, and courses for college credit. Eligible students are selected for AP and advanced courses in Junior and Senior years.

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.
 Our College and Career Preparatory Course Index is at 10%, which is well below the City's range and we believe this correlates to a lower College Readiness and persistence rate of 43%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. School applied for APExtension grant in Spring 2013. Stipulation for approval was for the school to include STEM AP classes. They provided summer training for 2 AP teachers (AP Biology and AP Psychology). Students who have successfully passed 2 science regents and 2 math regents were programmed for AP Biology. Juniors on track were programmed for AP US.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Teachers enlisted to teach classes. They received training during Summer 2013.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Students will take Mock AP exams in January 2014. Results will guide additional support including PM school and Sat Academy.
- 4. Timeline for implementation and completion including start and end dates**
 5. Classes will run for 3 Trimesters, beginning Sept. 2013 – June 2014.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Teachers are released for PD 3X per year (school will hire sub coverage). Per session for PM school and Sat Academy

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).
 Communicate with parents of eligible students via mail and school conferences about available AP and Honors courses. The PA meetings are also used as a communication platform. Survey parents for support they may need to help students prepare for AP exams.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

xx	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.
 n/a

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.
 n/a

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
1. n/a

2. Key personnel and other resources used to implement each strategy/activity
1. n/a

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. n/a

4. Timeline for implementation and completion including start and end dates
5. n/a

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. n/a

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).
n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.
n/a

Goal and Action Plan #5

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

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

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.
n/a

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
1. n/a

2. Key personnel and other resources used to implement each strategy/activity
1. n/a

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. n/a

4. Timeline for implementation and completion including start and end dates
5. n/a

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. n/a

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).

n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
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List any additional fund sources your school is using to support the instructional goal below.

n/a

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Writing Revision Drafting, Reading strategies	Small group and one-to-one	Fall and Spring Sat School Winter and Spring PM School
Mathematics	Reteaching Reading strategies Vocabulary development Problem solving strategies	Small group and one-to-one	Before school Fall and Spring Sat School Winter and Spring PM School
Science	Reteaching Reading strategies Vocabulary development Problem solving strategies	Small group and one-to-one	After school Fall and Spring Sat School Winter and Spring PM School
Social Studies	Writing Revision Drafting, Reading strategies	Small group and one-to-one	Fall and Spring Sat School Winter and Spring PM School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling, Group counseling, Parental outreach, Academic Counseling Referrals	One-to one Small group Whole classroom	Through the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers are recruited and interviewed through New York City Hiring Fairs, the Teaching Fellows Program, the Teach for America Program, or directly from accredited college teaching programs.
Teacher who are not initially Highly Qualified are professional developed. Teachers are encouraged to take the necessary classes or CLEP exams to become highly qualified in an additional content area or one of high need.
The school sets aside the funds to support these programs.
3

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff members, including teachers, administrators, and paraprofessionals receive ongoing Professional Development. A teacher team, the Assistant Principal and the Principal participated in Professional Development during Summer 2013. Professional Development of teachers is on-going through the year, particularly during common professional assignment two days per week. Additional selected PD for PE teachers, AP teachers, Paraprofessionals, and Guidance Counselors are scheduled throughout the year.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Coordinated and Integrated funds are used to support personnel and services for STH, professional development, and for resources to support instructional programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers receive ongoing PD to improve their delivery of instruction and meet the entry-level needs of a diverse population. Assessment planning to improve instruction is part of the regular teacher team focus.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

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;
- Train parents to use Skedula, the new on-line student progress and grade book
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 with 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;

I. 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;

II. 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.

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

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- 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;

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- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

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- 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);
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- 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;

III. 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;
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- 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;

IV. 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 03	Borough Manhattan	School Number 494
School Name The High School of Arts and Technology		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Anne Geiger	Assistant Principal Tesfa Stewart ,Stacey Bergin
Coach type here	Coach type here
ESL Teacher Jose Soto	Guidance Counselor Lia Galeano
Teacher/Subject Area Omar Ramirez	Parent type here
Teacher/Subject Area Monica Vargas	Parent Coordinator Roy Balgobin
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Lynette Guastafarro	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	599	Total number of ELLs	75	ELLs as share of total student population (%)	12.52%
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Part II: 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
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										28	17	14	16	75
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	28	17	14	16	75

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	13
SIFE	25	ELLs receiving service 4-6 years	15	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	37			16			22			75
Total	37	0	0	16	0	0	22	0	0	75

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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										24	10	6	8	48
Chinese														0
Russian														0
Bengali										1		2	1	4
Urdu														0
Arabic											3	3	1	7
Haitian										1			1	2
French										2	3	2	4	11
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other											1		1	2
TOTAL	0	0	0	0	0	0	0	0	0	28	17	14	16	75

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	2	2	8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										17	10	4	5	36
Advanced (A)										10	6	6	9	31
Total	0	0	0	0	0	0	0	0	0	30	17	12	16	75

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										7	4	8	4
	A										9	2	1	3
	P										10	7	2	8
READING/ WRITING	B										3	0	2	2
	I										18	11	7	6
	A										5	2	2	7
	P										0	0	0	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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	28		2	
Integrated Algebra	11		18	
Geometry	3		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	22		7	
Physics				
Global History and Geography	23		6	
US History and Government	25		3	
Other <u>rc</u>	4		9	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P1.) We assess every student in our school reading level within the first month of school. We perform the performance series assessment, and the San Diego Quick reading assessment. These assessments give us a snapshot of the reading levels of our ELL students in English. Data shows more 9th grade ELL - and weakest areas are reading/writing. Suggest need for additional support and will consider these needs for PM/Saturday programs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 - 1.) Across grades, the data reveals that students are more proficient speakers and listeners of English than readers and writers. The data suggests that as students are promoted to the next grade, their English proficiency is advancing. This data is derived from analyzing NYSESLAT scores of our ELL population, for whom a NYSESLAT score was given (as reported on the RLAT). Currently, we have an ELL population of 75 students (grades 9th-12th), however data (broken down by modality – listening, speaking, reading, writing) The students' scores will then determine their level of placement for ESL instruction. It should be noted that the NYSESLAT reports modality scores as pairs (Listening/Speaking and Reading/Writing) and not as individual components. According to the data, there are 8 students who are beginners, 36 Intermediate students, and 31 Advanced students. An increasing amount of students have mastered their BICS (basic interpersonal communication skills). However, these students need additional support with reading comprehension and writing. This accounts for a higher number of students scoring at the intermediate level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Considering that the majority of our ELL population is composed of intermediate to advanced listeners and speakers of English and that their placement was largely based on their reading and writing scores, our curriculum focuses on heavily on literacy skills. Specifically, we offer a literature-content based curriculum that focuses on improving students' reading and writing skills while fine tuning their academic speaking and listening skills.
4. For each program, answer the following:
 - a. 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?
 - 4a. Since much of the information in our current world is transmitted through oral exchanges, our students achieve a much higher score on the listening/speaking portion on exams. They continue to struggle with formal areas of writing and reading. Texts that are dense are even more difficult for our students to master. When exams are available in a student's native language, they have scored higher. However, not all exams are available in all languages.
 - 4 b. School leaders and teachers are using ELL assessments to make decisions about programming and course content. In addition, student work is evaluated for growth and used in creating support systems.
 - 4c. What we are learning from the assessments is that our students are making progress, but for many of them, the progress takes longer than 6 years.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
 - 1.) Teachers carefully plan based on each individually. Language and demographic data is shared with all teachers of ESL students. Teachers plan collaboratively weekly. We partner our ESL teacher with a teacher from each subject area to design instructional strategies to plan for students
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Students in the Freestanding ESL program receive all of their core content area instruction in English. Depending on their placement (as determined by the NYSESLAT/LAB-R), our Ells receive 1-3 periods of ESL daily, as mandated.

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

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

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

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

constant contact with students and their families in order to encourage the students to complete the testing sequence.

2. 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.

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

In September, letters are sent home informing families of their child's score on the NYESLAT exam. This letter explains the score and what level their child is currently performing at. To follow up, parents of continuing and newly registered ELL's are invited to attend an ELL Parent Orientation in the month of October. During the orientation, program options are explained once again to parents through the use of the NYCBOE ELL Parent Orientation Video, Guide for Parents of English language Learners brochure, and verbal explanation. Parents are requested to indicate their program preference for the school year by completing the ELL Program Continuation Form or Program Selection Form. If the time comes where enough families have requested a TBE/DL program, the administration will work with network support to begin the transition to a TBE/DL program. This would change the structure of our free standing ESL program which would in turn, change the staffing at our school. Parents would be informed continuously as changes occur.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

4. 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.

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSELAT) to all ELLs each year.

Students are identified and monitored to take the exam in separate locations. Students are annually informed for their progress and program and instructional decisions are made based on this data. ESL teacher is provided time to test students during schoolday. All students are tested one-on-one for listening and speaking sections. Every effort is made to include every child, including those with intermittent attendance.

6. 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.) 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](#)
. The trend has been that 84% of parents choose to keep their child in free standing ESL. Two percent of parents requested that they would like their child placed in a Bi-Lingual Education Program. Because of parent choice, students are programmed for free standing ESL. If the number of families requesting another program increases we will begin to research how to implement these changes. However, at this time, we are not able to offer a TBE/DL program. Students are programmed according to their NYSESLAT scores. Parents are notified of their child's placement in FreeStanding ESL. At this time, the program offered at our school is aligned with the parental request for Freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?
 1. Students in the freestanding ESL program at Arts and Technology High School are in a self-contained ESL classes. Students receive mandated minutes based on their proficiency levels. Freestanding, Self-Contained ESL classes are heterogeneous as there are students with mixed proficiency levels within the classes. Students receive ESL classes based on their mandated minutes per the CR Part 154
2. 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)?

Beginner students receive ten (10) ESL classes of 59 minute classes per day, which is equivalent to 590 minutes per week. This exceeds their mandated time, in order to provide them with additional support. Intermediate students receive seven (7) ESL classes of 59 minute classes per day, which is equivalent to 413 minutes per week. Advanced students receive four-five (4 or 5) ESL class of 59 minute class per day, which is equivalent to at least 236 minutes per week. Each of the profecency levels exceed their mandated time in order to provide them with additional support.

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

There are 7 periods within the school day. ELL students are programmed according to their profecency level and their required content area classes. Push in services are provided as needed to meet federal mandates. ste response to questions here:

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

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

glossaries are provided for English and the students' native languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. We are fortunate to have a Spanish speaking faculty members who can evaluate students. In the instance that we have a student who speaks a language that our school cannot support, we seek out help from outside sources and from within the DOE.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Student are indivually planned for and schulde to be assesd in each modilyt based on their proficees in each modilaity. Based on the resulte of this tsudnets are perdiocally assessed both formal and informal to track their progrerss.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Instruction in ESL classes is differentiated by our certified ESL teachers. The following strategies are used in the ESL Classroom by teachers:

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

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

Instruction:

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

Academic Intervetionl Support AIS:

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

Saturday School:

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

Advisory:

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

Additional Support:

- During this time students are able to receive further instruction and additional support

6b. Instructional Support that is in place of our beginner students:

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

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

Academic Intervetionl Support AIS:

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

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

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

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

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

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

Academic Intervention Support AIS:

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

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

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

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

6d. Support Structure of Long-Term ELLs:

Our long-term ELLs are primarily students who have interrupted education during their time here in the United States. Many of these students miss opportunities to test out of ESL and as a result, have spent many years as an ESL student. We continue to offer the same instructional strategies for our long-term as our beginners and intermediates. In addition the following support services are in place for our ELL students:

Academic Intervention Support AIS:

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

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

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

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

It has been determined that long term ELLs tend to lack strong literacy skills and academic language. All of the students are in Intermediate or Advanced level classes that focus on the ELA curriculum that focus on the ELA curriculum to further develop skills in reading and writing, academic language, develop skills and strategies for managing with unfamiliar language and academic skills (study skills, vocabulary skills and time management). ELL Teachers will be participating in ELA professional development opportunities.

During our Academic Support Meetings, teachers share strategies and best practices with each other in order to build a repertoire of skills for teachers and students.

6e. When students have scored the required level for proficiency on the NYSESLAT exam, they are provided with ELL

additional support services until they graduate. Students also receive the mandated transitional support for two years after they score proficient.

7. 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. The following is a list of instructional strategies that teachers utilize while teaching ELLs and SWDs:

- Building and Activating Schema
- Vocabulary and Language Development
- Guided Interaction
- Metacognitive and Authentic Assessment
- Explicit instruction
- Meaning Based Context
- Using Universal Themes
- Modeling
- Graphic Organizers
- Visual Aids and Realia

ELL- SWDs are provided with NYS approved text books. In addition, students are provided with additional materials that are high interest/low readability to support our various learners. Many of the materials used in classes are content specific and teacher made. Assessments are created to support the learner in order to show the teacher what they know and are able to do.

Currently, we have an IEP coordinator who reviews the IEPs and informs teachers of the needs of their students. In addition, teachers have access to electronic copies of the IEPs and of SEISIS. Because the programmer, the ESL teacher, and the IEP coordinator work closely together, SWDs are programmed accordingly for ESL. In addition, reports are constantly being run to check a student's status.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. For our ELL and SWD populations, we have great flexibility in choosing curricular and modifying instruction. Teachers meet on a daily basis and are working towards creating curriculum that meets the needs of their diverse population. As we move towards a more project based school, ELL-SWD have more opportunities for success on assessments. These projects will offer students the opportunity to acquire content knowledge creatively. Student work is constantly evaluated and quality feedback is given to students. Patterns in instructional needs are used to inform instruction and make curricular decisions. Teachers plan scaffolded lessons for ELLs in content classes; i.e. history, math, science. All teachers have common planning time and direct PD is delivered to all teachers with regard to ELLs. All classes are heterogeneously mixed and include ELLs, SWD, and Gen.Ed. students.

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:				

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

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

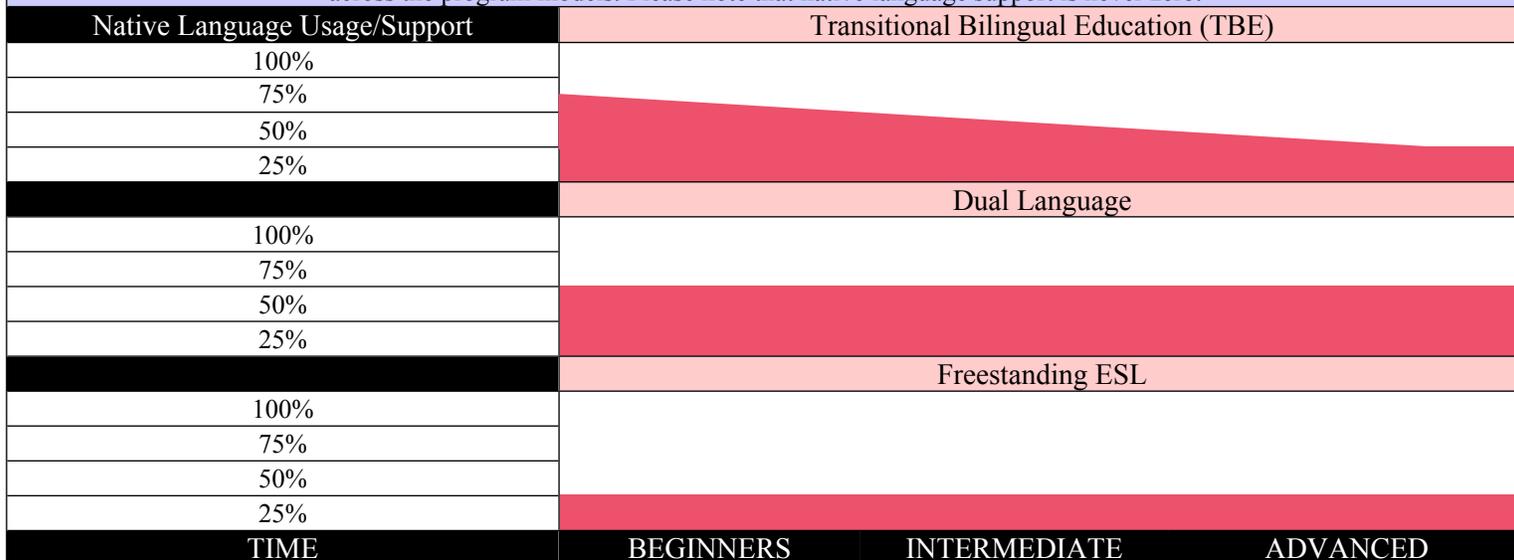
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are seeing positive strides in students academic progress as well as attendance and behavior. Students are obtaining more seat time thus we are noticing a correlation in a increase of both their formal and informal assessment of their language acquisition skills, as well as content area skills

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

. There will be no changes to the current ELL program

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The ESL classroom is equipped with computers for student use. These computers are equipped with language acquisition programs (Rosetta Stone), the internet, and word processing. Students are engaged in lessons that require the use of the classroom technology. Teachers create lessons that utilize the SmartBoards and have students interact with texts. When possible, content text books are ordered in a

student's native language. Leveled ESL text books are utilized as well for skill building. Within the ESL classrooms students have the opportunity to read independently in English or in their native language. The libraries in ESL classrooms are equipped with books in diverse languages. Allowing the students to read in their native language supports the instruction they receive in ESL and in all other classrooms. We are fortunate, as a school, to be located across from a New York City library branch that can also serve the needs of our ESL students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

14. Instruction is delivered in English in ESL. We have a diverse group of students and do not have teachers who speak many of the languages represented at our school. Every attempt is made to ensure that students are teamed up with another student of the same language so that students can support each other

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The resources we provide our ESL students are both age and level appropriate. We seek to find books and materials that are of interest to our students and at their ability level. Since we have a leveled library in the classroom, students can continually challenge themselves and improve their reading skills. Teachers are sensitive to age appropriate instructional material and make every attempt to ensure that instructional material is age appropriate.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Whenever possible, we encourage newly enrolled students to visit the school with their families in order to get a sense of our school culture and the faculty and staff. We have new enrollees throughout the year, so this practice is not only done before school begins in September, but is continuous throughout our academic year. We also provide parents with a calendar which contains dates for school events and PTA meetings to which they are invited. Parent communication is in their native language whenever possible.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

.Professional development for teachers of ELL's will be facilitated at a school wide level (Topic: best practices for content areas for teachers of ELL's). Each department will be meeting individually with the ELL Team to discuss professional development topics related to instruction and testing modification, teachers will receive memos which identify ELL's and testing modifications. In addition twice a week the Assistant principal of supervision meets each department to discuss the alignment of their curriculum with common core, and Danielson Frameworks. All teachers have common planning time every day. Teacher teams address and plan instruction targeted for special populations such as ELLs and SWD.

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

The following ELL training and professional development and support will be provided to our teaching ESL staff during the 2013-2014 school years:

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

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

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

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

3/4. ELL parents also work closely with ESL teachers to plan the ESL Achievement Night, which is held annually in May/June. This themed event is held annually to acknowledge the academic achievement of students in the freestanding ESL program. Students receive awards for their achievements and are acknowledged for their dedication to education. Parents are invited to attend and to assist in the planning/preparation for the event. Prior to the ESL Achievement Night event, parent's are surveyed to determine what they believe the appropriate theme for the year should be and what types of rewards they believe students should receive.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: H. S of Arts and Technology

School DBN: 03M494

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne Geiger	Principal		1/14/14
Tesfa Stewart	Assistant Principal		1/14/14
Roy Balgobin	Parent Coordinator		1/14/14
Jose Soto	ESL Teacher		1/14/14
Susan Nolasco	Parent		1/14/14
Omar Ramirez	Teacher/Subject Area		1/14/14
Christine Sperato	Teacher/Subject Area		1/14/14
N/A	Coach		1/14/14
N/A	Coach		1/14/14
Melissa Payne	Guidance Counselor		1/14/14
Lynette Guastaferrro	Network Leader		1/14/14
	Other		1/14/14
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 034m94 School Name: Arts and Technology

Cluster: _____ Network: TM

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.

The home language survey allows us an insight about a child's home language, and the needs of the student and the parent. The survey details for our school what languages are spoken in the home of our ELL student. We also work with our School Leadership Team and Parent coordinator to access further information about language services for our ELL population. We track the success of and lunch forms in addition to student attendance to take if we have overlooked any language, if necessary we will look at this data and make the necessary changes.

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.

We find that the primary language other than English among our ELLs is Spanish. These 48 ELLs comprise approximately 64% of our ELL population. Therefore, 64% of our ELLs' parents are also Spanish speakers. Many of our Spanish-speaking ELLs are not proficient in English. We are fortunate to have on our staff many native Spanish speakers, as well as some high performing students who are able to partner with incoming students. We are able to reach out extremely effectively to these parents both orally and via written messages. We find that the translation needs for these parents is unpredictable. Some of these parents are proficient in English. Others, though not proficient themselves, for lower frequency languages, essentially every other language in our ELL population (such as Bengali and Arabic) we hire outside professional translators to speak and write to parents.

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.

Guidance counselor Melissa Payne and parent coordinator Roy Balgobin work on events such as awards ceremonies, pta meetings, parent teacher conferences and arrange letters about such concerns as free/reduced lunch and military service. Before distributing this information to students they account for the various languages need and procure the necessary translations. In some cases they can download translations from the DOE website. In other cases, we customize a document is written by a Spanish staff member. In other instances an outside translator is engaged to create a translated document. In all cases, the information is communicated to all parents.

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.

At any large school gathering (i.e. PTC, PTA meeting, open house etc.) Open School, we make sure at least one speaker of ever language represented among our ELLs is available to speak with parents. This can take the form of asking a staff member, PA member, or DOE professional translators to come to the school for the event.

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>.

At the High School of Arts and Technology our goal ios to provide a helpful informative and clear language experience for all parents. When parents arrive in our school we in sure that receive necessary Documents such as "Parents' Bill of Rights and Responsibilities" and the Chancellor's Regulations are available in their native languages. We also have signs posted in multiple languages showing parents how they can get language services in their native language. In all cases, parents can communicate with administrators and teachers in their own language for information and to support their child's education.

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: The High School of Arts and Te	DBN: 03M494
Cluster Leader:	Network Leader: Bonner
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 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: 1 # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

- name of provider

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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