



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE HS FOR TEACHING AND THE PROFESSIONS (EDITED-1-15-14)
DBN (i.e. 01M001): 10X433
Principal: JASON MAASS
Principal Email: JMAASS3@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: CRISTINA JIMENEZ

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
Jason Maass	*Principal or Designee	
Paul Ferguson	*UFT Chapter Leader or Designee	
Yvonee Soto	*PA/PTA President or Designated Co-President	
Alfonso Giordano	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Angelica Mendoza	CBO Representative, if applicable	
Eftyhia Marketos	Member/ UFT	
Wardell Minor	Member/ UFT	
Kamele McLaren	Member/ CSA	
Leticia Ventura	Member/ Parent	
Ruben Medel	Member/ Parent	
Magdalena Batierra	Member/ Parent	
Syndel-Lynn Burruss	Member/ Student	
Arelys Cecilio	Member/ Student	
Nancy Rodriguez	Member/ Student	
Jahmal Ojeda	Member/ Student	
Xiomara Flaz	Member/ Parent	
Zoraida Rivera	Member/ Parent	
	Member/	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

To identify active students from the 2013-2014 school year who were chronically absent (20 or more days) and provide them with additional support that will improve their daily average attendance rates by 5% for 20% of the Target Group.

Comprehensive Needs Assessment

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

Based on data collected from the 2012-2013 Progress report HSTP's attendance rate of 80% for 2012-2013 school year is below the city-wide average of 87% for the same time period. This unacceptable level of student attendance clearly correlates directly to students not accomplishing any one or more of the following items, in the allotted four years of high school; passing the requisite Regents and/or RCT exams, accumulate the proper and requisite number of credits in the various subject and elective area.

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. *Work in collaboration with the Mayor's Interagency Task Force on Chronic Absenteeism (Mayor's Project).*
2. *Identify students who were absent from school 20 or more days for the 2012-2013 school year.*
3. *Create a database with biographical and historical absenteeism data for initial evaluation and tracking. Create folders for each student in the target group to file scholarship, attendance, and all other related documentation.*
4. *Send out correspondence to parents for the target population in the summer 2013 stressing good attendance and providing a short synopsis of the Mayor's Project.*
5. *Initiate a phone call "blitz" by attendance support staff starting in September reminding the families of the target group of the first day of school.*
6. *Host a Parents' Student Success Summit at our school for targeted families on December 11, 2013.*
7. *Identify a coordinator to oversee the work for this project.*
8. *Work with Attendance team (Student Success Team) including the assistant principal, pedagogical staff, Community Based Organizations, and Network team members.*
9. *Utilize Good Shepherd Services (CBO) via the AIDP grant, for support*
10. *Use the Get Schooled Attendance Challenge as a motivator to for attendance via prizes and celebrity guests contests*

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

1. Administration, guidance staff, parent and community coordinators, CBO-Good Shepherd Services,

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

1. Attendance Team will meet twice a month to monitor the progress of the targeted group. Each marking period will also be a check in for progress. The team will adjust strategies based for individual students and as a whole based on the interim progress of the target group.

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

1. The time line will be from the summer of 2013 through the close of the 2013-2014 school year.

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

1. Get Schooled on-line support, Good Shepherd Services (CBO) and the AIDP Grant, *the Mayor's Interagency Task Force on Chronic Absenteeism (Mayor's Project)*

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).

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

- supporting parental involvement activities as requested by parents;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

Budget and 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		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
<i>AIDP grant</i>											

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.
Move 90% of our special education students into the least restrictive environment by instituting a high functioning Integrated Co-Teaching program at HSTP

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.
Rationale: Until this year, HSTP, has been functioning with a traditional self-contained special education program. We are seeking to provide a more comprehensive academic and social emotional experience for our students, while ensuring that they are in the least restrictive environment possible.

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. Establishment of new Integrated Co-Teaching in various subject areas for all students with disabilities and enhance common planning time
B. Key personnel and other resources used to implement each strategy/activity
1. The key personnel required will be the AP of guidance, the programmer, guidance staff, subject area teachers and special education teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The administration, guidance and programmer will work in conjunction to ensure that all students with disabilities are programmed with the requisite number of ICT classes as reflected in individual students IEPs, as well as programmed to meet their needs in relation to credits and examination requirements. The Special Education department will work collaboratively to service all students with disabilities together and with the subject area teachers they are team teaching with. The Subject area teachers and Special Education teachers will plan collaboratively to ensure that that modifications to lessons and differentiation strategies are employed based on the students' IEPs and academic needs. Percentage of students being programmed into least restrictive environment by semester meet or exceed 90%. The revision of IEPs to indicate student integration into the ICT model will also meet or exceed 90%.
D. Timeline for implementation and completion including start and end dates
1. The timeline for implementation for the reorganization strategies will be for the start of the 2013-2014 school year as well as the reorganization that takes place for the spring semester. The end of 2013-2014 school year will also see the completion of the revised curriculum.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. A lead teacher and coaches from Teachers College and Teaching Matters. HSTP has two coaches here on sight every Tuesday from 9-3 and one coach from Teaching Matters from 9-3 every Thursday.

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).

- providing assistance to parents in understanding City, State and Federal standards and assessments
- 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
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school calendar of school activities and report card distribution dates to keep parents informed

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		Title III		Set Aside	Grants
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.
To implement the use of Datacation portals of SKEDULA and PupilPath to increase student ownership in their own learning.

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.
Rationale: Via SKEDULA teachers can enter grades, anecdotal information, attendance and student work all from a single portal. Via the parent/student side of the system, PupilPath, both the can track the student's attendance, grades, regents scores, check homework, review transcripts. This will increase parental involvement and student ownership in the learning as it simplifies

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 100% of all teachers, students and teachers will be issued accounts via the SKEDULA/PupilPath portals of Datacation. Various workshops for parents and lessons for students will be held to ensure they are familiar with the features of PupilPath. Multiple and ongoing professional development sessions will be held for faculty to ensure they are familiar with and able to utilize the various features of SKEDULA/PupilPath including the data analysis, grade book, attendance and anecdotal features.
B. Key personnel and other resources used to implement each strategy/activity The administration will utilize professional development staff from Datacation for guided staff PD. The parent coordinator will spear head the efforts to train parents and classroom teachers will conduct lessons in class on the various features of PupilPath. The programmer will collect grades exclusively via SKEUDLA. The administration will track the usage of students, parents and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity 100% of parent and students will be issued accounts by the start of the fall semester 2013. 90% of all teachers will use SKEDULA for their grade book and to submit grades for the fall and spring terms. 70% of all students will have logged on to PupilPath to utilize its many features before the end of the year. 20% of all parents will have viewed their child's page on PupilPath before the end of the school year. 50% of these targets will be met by February 1, 2014.
D. Timeline for implementation and completion including start and end dates 100% of parents and students will be issued accounts by the start of the fall semester 2013. 90% of all teachers will use SKEDULA for their grade book and to submit grades for the fall and spring terms. 70% of all students will have logged on to PupilPath to utilize its many features before the end of the year. 20% of all parents will have viewed their child's page on PupilPath before the end of the school year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity Funding to pay for the use of the Datacation products, systematic checks by administration on the continued use of SKEDULA by the teachers and PupilPath by the students and parents. Uploads and extractions from various systems such as STARS and ATS to ensure SEDKULA and Pupilpath are current with the information parents and students would look for such as credits, exam scores, etc. The Datacation contract includes a series of 4 PD sessions that are scheduled at various points of the school year at PD sessions and dates arranged with administration.

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).

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- providing 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
- 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 initiatives, including other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

Budget and 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	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 #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.

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.

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

2.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	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 #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.

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.

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**
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- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 5. Timeline for implementation and completion including start and end dates**
 - 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

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).

Budget and Resource Alignment

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

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

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

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

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

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

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).
Teachers at HSTP are offered many supports to aide them in the professional growth. Offering professional development is key to teacher growth. Here at HSTP we offer PD in various forms, from the use of various coaches from Columbia University Teachers College, Teacher Matters and the employment of a lead teacher. Coaches assist teachers individually as well as help administration develop various in-house PD sessions that are geared towards our specific needs as a school. Data gathered from ADVNACE is used to inform HSTP on what PD should be offered based on teacher ratings and it identifies effective and highly effective teachers to possibly become teacher leaders or lab classrooms. Teachers are visited a minimum of six times via both informal and formal observations from their administrator who uses the information gathered to help set teacher goals for growth and PD opportunities. Additionally, HSTP has partnered with our Network, CFN 402, and Teachers College for several series of PD sessions held monthly at Teachers College. These PD sessions are designed to have teachers from various schools come together to share-out their work and ideas around the implementation of the Common Core Learning Standards and performance tasks. Finally, HSTP routinely offers various opportunities for teachers to attend stand alone or multi session PD opportunities as they are offered via the Principal's Weekly or through professional organizations or universities. These PD opportunities are offered to staff via email, in school postings and/or the Principal's Update.

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.).
The school is a conceptually consolidated school and all funds are coordinated to improve student outcomes and to close the achievement gap

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.

Every teacher at T&P belongs to a content team. These content teams meet multiple times each week, during common planning time. During these sessions teacher team leaders guide the teams' discussions and work through various thoughts regarding assessments. These team leaders work with administration and/or coaches with specific content backgrounds to assist in establishing strong professional development around the various assessments selected by the teams. These PD sessions range from in-house PD sessions run by administration, coaches or team leaders to PD opportunities offered by outside organizations such as Teaching Matters, Teachers College or CFN 402.

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

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, understanding graduation requirements and college expectations; grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school calendar of school activities and report card distribution dates to keep parents informed;
- 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., Welcome back Potluck, Parent-Teacher Conferences; Subject Area Showcase Nights;

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 programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 10	Borough Bronx	School Number 433
School Name High School for Teaching and the Profess		

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 Jason Maass	Assistant Principal Keesha Lindsay
Coach Christopher Rooney	Coach type here
ESL Teacher Wardell Minor	Guidance Counselor Vladimil Ruiz
Teacher/Subject Area Wendy Barrett	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nancy Rodriguez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) M. Cristina Jimenez	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	504	Total number of ELLs	106	ELLs as share of total student population (%)	21.03%
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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														
Push-In										2	2	3	1	8
Discrete ESL class										4	4	4	4	16
Total	0	0	0	0	0	0	0	0	0	6	6	7	5	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	23
SIFE	32	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	33

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	50	26	2	23	4	1	33	2	20	106
Total	50	26	2	23	4	1	33	2	20	106

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										55	27	15	3	100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1		2	1	4
TOTAL	0	0	0	0	0	0	0	0	0	57	27	18	4	106

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)										12	4	3	0	19

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)										24	11	7	1	43
Advanced (A)										21	12	9	2	44
Total	0	0	0	0	0	0	0	0	0	57	27	19	3	106

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										7	5	7	0
	I										12	4	5	1
	A										5	6	9	0
	P										3	8	13	5
READING/ WRITING	B										5	8	6	0
	I										9	14	11	3
	A										6	5	8	4
	P										1	4	8	1

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	42	0	24	0
Integrated Algebra	49	6	21	4
Geometry	19	8	1	2
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	37	13	14	7
Chemistry				
Earth Science	24	8	8	4
Living Environment				
Physics				
Global History and Geography	40	20	15	12
US History and Government	38	6	29	4
Foreign Language	72		70	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
 1. ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include Achieve 3000, NYSESLAT, LAB-R and teacher generated formative and summative assessments. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This information informs the overall instruction that is provided within each ESL classroom.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In all grades, most of our ELLs are categorized as intermediate or advanced. The largest percentage of ELLs are in the ninth grade, and they account for over half of our ELL population (54%). The number of ELLs decreases annually. Students are programmed for their requisite classes, and they receive the necessary support and scaffolding that has been formulated by the ESL certified instructors.
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](#))

Students are programmed for their requisite courses while taking into account their NYSESLAT modalities. This year, High School for Teaching and the Professions implemented a push-in model for ESL. The ESL instructors push into ELA and Social Studies classes to specifically work with the targeted ELL population. Students are provided necessary resources related to their respective proficiencies and areas for growth. The data is disaggregated, and the ESL instructors share the results with the faculty during whole faculty professional development.

The AMAO for the school population reveals that we have met the annual measureable objective for the ELL population. We also account for SWDs throughout our professional development and intra-departmental meetings.
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?

A.) ELLs
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](#).)

Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?

Staff use data from the NYSESLAT, teacher-generated diagnostics and formative assessments to help inform their instruction decisions. Ongoing professional development is provided during our common-planning period to support content-area teachers with data analysis and provide instructional strategies to incorporate in their planning. Additionally, content teams meet regularly to case-conference, design curriculum and share best practices to support ELLs.
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.).

The success of our ESL program is measured by student progress on the NYSESLAT examination. Additionally, students are assessed throughout the year using alternative forms of assessments. Achieve 3000, Rosetta Stone, and teacher-generated formative and summative assessments provide data throughout the year and allows us to benchmark the progress of our ESL program.

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

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

2. 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. The Parent Coordinator and Guidance Counselor show the approved Department of Education Parent Orientation Video and address any questions or concerns that may arise. Our analysis of the parent surveys shows that parents consistently choose ESL for their newcomers. Additionally, parents are given the option of other services and information is provided on dual language and transitional bilingual education services.
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 addition to what is done in #2 above, an Entitlement Letter is provided for the parent. The entitlement letter addresses ESL placement or non-placement based on LAB-R results. The form is duplicated and kept on file.
4. 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.
Our parent coordinator, guidance counselor and/or ESL Coordinator review the parent choice video with new parents to the NYC Department of Education. Parents are given opportunities to ask questions about the three program models offered in New York City. Parents may ask any additional questions after reviewing the video. Additionally, parents are given the opportunity to select a program model after viewing the video and asking questions about the three program models. The guidance counselor and parent coordinator both speak Spanish and English fluently. Our ESL coordinator has a New York State Professional Certification in ESOL. Parents are not made aware of our school's program offering until after they have selected their first, second and third choice for program placement. Our school only offers free-standing ESL services. Therefore, if a family selects another program of service, we will provide accommodations for the student. If a parent chooses an alternative program, we will contact the Office of ELLS via their email address (ELLProgramTransfers@schools.nyc.gov) and attempt to find an alternative placement. After the LAB-R is administered, it is hand-scored and the appropriate ESL level is determined for the student. If a student tests out of ESL, then he/she receives a Non-Entitlement letter in English and his/her native language. If a student does not test proficient on the LAB-R, then the student is programmed into the appropriate ESL level. The parents are also mailed an entitlement letter, a placement letter and asked to complete a program choice survey. The survey is asked to be completed within 10 days of students

being labeled entitled for ESL services.

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

Students eligible to take the NYSESLAT are identified by using the RLAT and RLER reports on ATS. Once students are identified, their daily programs are examined to determine a suitable schedule for the four sections of the NYSESLAT. Additionally, the NYSESLAT and testing coordinators along with the administration identify the qualified teachers for administering all parts of the exam. Generally, students are pulled out from their classes by the ESL teachers for the speaking section of the NYSESLAT. A separate testing schedule is created to test eligible students for the listening, reading and writing sections. Over a three-day span, students are given a different section of the test each day. Make-up examinations are given to students on subsequent days during a make-up schedule.

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](#)
Paste response to question here:

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])?
 - a. Our school offers a combination of push-in and free-standing ESL classes. All beginner and intermediate ELL students receive an ICT English class, in addition to one or two periods of a scheduled ESL class. Advanced ELLs receive ESL through an ICT English class or a scheduled ESL class.
 - b. In terms of program models, students travel within their same grades for the ICT English classes. ESL classes are ungraded and every attempt is made to keep students in homogeneous levels; however, due to programming constraints, some classes are grouped as beginner/low-intermediate or high-intermediate/advanced.
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)?

All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts.

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.

Content area instruction is delivered in English. ELLs are programmed with general education students for these classes. Every attempt is made to program these students into ICT classes for each content area to ensure that they receive the appropriate support. When available, some teachers can provide the students with native-language support. In addition, teachers provide student with native-language texts to supplement and support the English texts. Teachers give special attention to academic vocabulary and implement other strategies, such as the use of visuals, graphic organizers, and cooperative learning to provide multiple entry points for the ELLs in their classes. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teacher-generated summative and formative assessments are designed to address the four modalities in English throughout the year. Reading and writing modalities are also evaluated through the use of Achieve3000 activities and assessments. Rosetta Stone is used to supplement the evaluation of the students' listening and speaking skills.
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).

ELL subgroups receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented:

- a. SIFE students receive a period of Native Language instruction in addition to ESL. They are also encouraged to participate our tutoring program designed to support them in their content-area classes.
- b. Newcomer ELLs receive 540 minutes of ELL instruction weekly. They are engaged in a challenging theme-based curriculum which focuses on vocabulary development, phonics, phonemic awareness, close-reading strategies and academic concepts. Also, the culture, native language and life experiences of the students are imbedded throughout instruction. These activities are set up to build

students' academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and develop language acquisition and academic concepts.

c. ELLs who have received services from 4 to 6 years receive similar instruction as newcomers; however, the work is more rigorous and fewer scaffolds are used. Higher expectations are placed on these students to ensure their transition to general education classes without ESL services. Students are engaged in reading and writing activities more closely aligned to their grade-level counterparts, with close attention to the acquisition of Tier II academic language. Tutoring is available to these students to receive additional help with their content-area classes.

d. Long-term ELL instruction differs slightly from that of four to six year ELLs. While still rigorous, the program focuses on the students' acquisition of academic language, phonemic awareness, reading and writing strategies, and organization skills. Tutoring is available to these students to receive additional help with their content-area classes.

e. When possible, Former-ELLs are placed into ICT ELA classes for continued support. Teachers are made aware of the former-ELL population and modifications, such as bilingual glossaries and extra time, are made available for these students.

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?

ELL-SWDs are programmed according to their proficiency levels. In addition to receiving instruction that is aligned with their proficiency levels, lessons are often differentiated to address the acquisition on academic language, phonemic awareness, reading and writing strategies, and organization skills. Further differentiation is provided to match the goals on these students' individualized educational plans. Additionally, modifications are provided as required by each student's IEP. A bilingual paraprofessional is available to special education students as an alternative placement. The so A variety of instructional materials are used to support ELL-SWDs. Technology is utilized with all ELL classes through the use of SMART boards and laptop carts. In addition, the students use language and literacy software, such as Achieve 3000 and Rosetta Stone. To support ELLs in the content areas, bilingual dictionaries and native language glossaries are made available. When available, books on CD or textbooks in the native language are provided.

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?

All ELL-SWDs are programmed for ICT content-area classes, with some of the teachers dual-certified in Special Education and ESL. In addition, some of the ICT teachers are bilingual. The use of ICT allows for differentiation to be provided that matches the goals on these students' individualized educational plans and for modifications to be provided as required by each student's IEP. A bilingual paraprofessional is available to special education students as an alternative placement.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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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.
- During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ESL push-in and whole class instructional models are servicing the needs of our ELL population well. The school implemented a more balanced approach to the literacy of ELLs based on the data from recent NYSESLATs. According to data presented, the students needed more practice in reading and writing. As a result of this, students have been grouped and placed into mainstream ELA classes. The ESL certified instructor pushes into the mainstreamed ELA classroom and provides direct and individualized support for the students in those classes.
11. What new programs or improvements will be considered for the upcoming school year?
- We have implemented a Saturday Academy; our ELLs are able to receive Enrichment support on a weekly basis. The program is in session every Saturday during the school year. Additionally, students are able to receive specific tutorial assistance in every subject area during these Saturday sessions. We have hired an additional ESL-Certified instructor. The additional instructor allows for the realization of the two models of ESL instruction to successfully coexist at the school.
- We are expanding the use of Rosetta Stone and Empower 3000 to be more embedded into the curriculum which is specifically designed to address the needs of the ELL student population.
12. What programs/services for ELLs will be discontinued and why?
- We have not considered the discontinuance of any programs for the upcoming school year. We will take this under consideration as the school year progresses and we are able to assess the success of the programs we have in place.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are not excluded from any programs or clubs at our school. Furthermore, ELL beginners receive an additional instructional period in their daily program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials and technology used to support ELLs include interactive Smart Boards, laptop computers, dual-language dictionaries, native language content area textbooks, and literacy libraries. There are glossaries provided for students in their native language which accommodate their comprehension throughout the core curricula.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language development is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are two Spanish native language instructors on faculty. Additionally, there are two ESL instructors on faculty. Spanish is the only language elective currently offered at the High School for Teaching and the Professions. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in acquiring their second language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All students at the High School for Teaching and the Professions are enrolled in grades 9-12. Resources used in the school community cater to the needs of a population of students that are
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.

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

18. What language electives are offered to ELLs?

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

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)?

We do not currently have a dual language program at the High School for Teaching and the Professions.

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.

1. The pedagogical and administrative staff, through PD, will learn specific strategies to use in the classroom that targets specific areas of need for ELL students. In addition, all teachers take part in common planning collaboration for one full period per day. During this time, staff members engage in case-conferencing, through which teachers share strategies that work with various students. This time is also used for presentations from faculty members about how to better serve our students, including those students who receive language support.

Strategies used, but not limited to, include:

- Differentiated instruction based on students' ability, proficiency levels and learning styles
- Quality Teaching for English Learners
- Use of Point of Entry Model/Balanced Literacy
- Varied learning modalities
- Ongoing assessments
- Varied assessment tools
- Assessment for Learning Strategies
- Scaffolding instruction across all content areas

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

3. To assist ELLs as they transition from middle to high school, we provide staff with professional development to help them analyze the NYSESLAT scores and the State ELA and mathematics assessments to determine how to best address the needs of these incoming students. In addition, in content area teams, the staff will compare and contrast the reading and writing demands between middle school and high school, and what instruction will best bridge the gap for our ELLs.

4. For the minimum 7.5 hours of ELL training for all staff is introduced to understand and analyze the NYSESLAT scores. Since our ELLs receive content-area instruction in general education classes, the staff is presented with best practices for ELLs in their content areas that include methods for fair assessment, as well as strategies and scaffolds that can be implemented in content-area classes. Select staff are trained on how to score the NYSESLAT exams.

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

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.

Our ESL program has changed as a result of the needs of our student population. The student populations' needs have been reflected in the evolving ESL program. The incorporation of a push-in model into the High School for Teaching and the Professions has proven to be successful during the first three months of the school year. ELLs have responded positively to the new structure of the ESL program.

Part VI: LAP Assurances

School Name: X433

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jason Maass	Principal		1/1/01
Kysha Lindsay	Assistant Principal		1/1/01
Nancy Rodriguez	Parent Coordinator		1/1/01
Wardell Minor	ESL Teacher		1/1/01
	Parent		1/1/01
Wendy Barrett	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Christopher Rooney	Coach		1/1/01
	Coach		1/1/01
Vladimil Ruiz	Guidance Counselor		1/1/01
Maria Cristina Jimenez	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x403 **School Name:** The HS for Teaching & the Professio

Cluster: 4 **Network:** CFN 402

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

Language	Language Code	No. of Students
Albanian	AL	4
Arabic	AR	1
English	EN	223
Spanish	SP	263
Thai	TH	2
Twi	TW	1
Vietnamese	VN	4
Wolof	WO	1

These findings were reported to the school community during school-wide, subject-area, inter-disciplinary grade-level, and School Leadership Team meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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