



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

20K485

School Name:

HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY

Principal:

XHENETE SHEPARD

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: secondary School Number (DBN): 20k485
School Type: public Grades Served: 9-12
School Address: 350 67th Street, Brooklyn NY 11220
Phone Number: 718-759-3400 Fax: 718-759-3490
School Contact Person: David M. De Martini Email Address: Ddemart3@schools.nyc.gov
Principal: Xhenete Shepard
UFT Chapter Leader: Susan Justice
Parents' Association President: Cynthia Felix and Stephanie Kwan
SLT Chairperson: David De Martini
Student Representative(s): Tarek Algabyali and Jennifer Aguilar

District Information

District: 20 Superintendent: Michael Prayor
Superintendent's Office Address: 415 89th Street Brooklyn NY 11209
Superintendent's Email Address: Mprayor@schools.nyc.gov
Phone Number: 718-968-4100 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: _____
Network Number: 63 Network Leader: Lorraine Boyhan

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Xhenete Shepard	*Principal or Designee	
Susan Justice	*UFT Chapter Leader or Designee	
Cynthia Felix Jeffers	*PA/PTA President or Designated Co-President	
Stephanie Kwan	*PA/PTA President or Designated Co-President	
Jennifer Aguilar	Student Representative	
Tarek Algabyali	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Arthur Everett	Member/ UFT	
Lourdes Garcia	Member/Parent	
Katrina Vogel	Member/ UFT	
Rosemarie Crowder	Member/parent	
Louise Henry	Member/parent	
Linda Guerron	Member/parent	
Solluz Melendez	Member/ parent	
David De Martini	Member/ CSA	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
●	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
●	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
●	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
●	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
●	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
●	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

HSTAT is an educational option school in the Bay Ridge section of Brooklyn. We are committed to the quest for academic and technological excellence. We believe that all students can learn, and that the primary job of every staff member is the education our students. Our school is truly a school for the twenty-first century, enhancing rigorous academics in the liberal arts tradition with the most advanced technologies. Our small and ethnically diverse student body and our outstanding faculty work together to explore and maximize each student's individual strengths. Through an incredibly rich array of programs, electives, teams, and clubs, we encourage our students to be perpetual learners and productive citizens.

We are very proud that our graduates have demonstrated their ability to be successful in the finest universities in the nation. In addition to our challenging educational program, we are an exceptionally safe and friendly school - one of the best kept secrets in the city. We aspire to graduate young people who exhibit a deep and abiding sense of responsibility to their community, their families, and themselves.

Our strengths include rigorous instruction and a dynamic teaching staff. We are particularly proud of the progress we've made toward aligning our curricula and teaching practices with the Common Core State Standards, to our expanded leadership opportunities for teachers and students, and with our efforts to expand our students' exposure to technology-based learning. Among our challenges is the lack of success among our lowest third in credit accumulation and on New York State Regents Exams.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Reviewing our High School Quality Snapshot reveals that students in the “lowest third” struggle to accrue credits and to achieve success on New York State Regents Exams. We need to focus analysis of Performance Task data to identify the high-leverage skills that students need to develop to access more complex texts and engage in more challenging tasks in class and in preparation for exit exams.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> Use NYC Performance Tasks as a baseline to assess students’ skills and needs. Identify skills needed to help students to access complex texts and meet CCSS. Develop formative assessments to be administered over the course of the school year to gauge student progress. Use Spring Performance Task to determine student growth and the efficacy of instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Provide professional development in reading strategies from Kylee Beers’ texts, <u>Adolescent Literacy: Turning Promise Into Practice</u> and <u>When Kids Can’t Read: What Teachers Can Do</u> that help students to access complex texts. Conduct item analysis of Performance Tasks and target key skills for grade-level instruction. Conduct lesson studies, so that teachers may observe how their colleagues implement a particular strategy or design a lesson around a particular skill. 	All students	October 2014 through May 2015	Assistant Principals will be planning and delivery PD in monthly Department Meetings.

<ul style="list-style-type: none"> Assess the needs of ICT and self-contained students relative to grade-level goals 	Students in ICT and self-contained classes	October 2014	Assistant Principal Instructional Support will lead ICT, SETTS and Special Class teachers in grade-level discussions of skills and the strategies needed to address the needs of students relative to those skills.
<ul style="list-style-type: none"> Facilitate presentations in PTA and SLT meetings in September through December that include discussions about the targeted skills and pedagogical approaches to meeting those skills. 	Parents and SLT members	September 2014 through May 2015	AP Organization and staff on SLT will invite speakers including the Principal and Assistant Principals to make presentations.
<ul style="list-style-type: none"> Facilitate department meetings to share the goals and progress of students at each grade-level. Organize discussions in ELA classes to present students with data that demonstrates growth in the skills that were identified and developed over the course of the school year. Share discussions with parents in Spring PTA meeting. 	Teachers, students and parents.	May – June 2015	Assistant Principals will facilitate department meetings, ELA teachers will share findings in ELA classes, principal and AP Organization and Guidance will share at PTA meeting.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Copies of Beers’ Adolescent Literacy: Turning Promise Into Practice and When Kids Can’t Read: What Teachers Can Do
- Per session to plan professional development in Grade Level Teams
- Per diem to cover teachers in order to observe one another during lesson studies
- Provide common time for grade levels to meet in order to grade and analyze student achievement on Performance Tasks.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Grade teams will plan and administer formative assessments to gauge student progress
- Formative assessments will be administered throughout the school year, but special attention will be paid to those administered in January and February 2015.

Part 6b. Complete in **February 2015**.

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|--|--|-----|--|----|
| ● Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| ● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- In our 2014 NYC School Survey, 15 teachers responded that they disagreed that our school does a good job “teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level.” Fifteen teachers also disagreed that HSTAT “offers a wide enough variety of programs, classes, and activities to keep students engaged.”
 - HSTAT offers a wide variety of after-school clubs and teams, but a disproportionate number of our lowest-third are involved in these activities. We need to involve more of our lowest-third students in activities both inside and outside the classroom.

Part 2 – Annual Goal

- List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- Institute a mentoring program for high-needs 9th graders and a peer mentoring program for all 9th graders. Organize club and team fairs for fall, winter and spring teams, and for fall and spring clubs. Organize monthly interactions between students and peer mentors in which 9th graders learn about the responsibilities of a 10th, 11th and 12th grade student.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ● Use performance data from first marking period to identify high-risk students, match high-risk students to staff members. Facilitate meetings between mentors and mentees. Organize meetings of the Guidance department to discuss the progress of at-risk 9th grade students. COSA and SGO students will plan sessions with 9th graders to be facilitated during 9th grade Health writing class. 	High-risk 9th grade students, 12th grade mentors, all 9th grade students	October 2014 through June 2015	Volunteer teachers will serve as mentors and will be supervised by principal and AP Pupil Personnel Services. Guidance staff will monitor at-risk students’

			progress. Lessons planned by COSA and Arista Faculty Advisor, in consultation with SGO and Arista members.
<ul style="list-style-type: none"> Match mentees with mentors who have the training necessary to address their needs. 	All 9 th grade students, including those with LEP needs and with special instructional needs	November 2014	Principal and AP Pupil Personnel Services will oversee "matching" process
<ul style="list-style-type: none"> Organize Field Day to kick off Peer Mentoring program and to introduce 12th grade Peer Mentors to 9th grade mentees. Engage SGO in planning Peer Mentoring sessions. SGO will present the sessions to the SLT at monthly meetings. Organize meetings of the Guidance department to discuss the progress of at-risk 9th grade students 	9th grade students, SLT and PTA	October 2014 through May 2015	Meetings facilitated by AP Pupil Personnel Services. SLT presentations by SGO, supervised by COSA and AP Organization.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Diem to fund Mentoring Program during the school day, since activities before and after school are poorly attended by the target population.
- Per session for planning Peer Mentoring events and lessons to be delivered.
- Title I funds for t-shirts and promotional materials

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Administer several surveys to mentors and mentees in both programs to gauge success. Compare scholarship data from marking period two to data from marking period one to determine if mentoring is having any effect on student

performance.				
<ul style="list-style-type: none"> Surveys throughout school-year, compare scholarship data in December 2014 and in February, March and May 2015. 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> According to our 2013-4 survey, 22% of our teaching staff disagreed that HSTAT “provided me with content support in my subject area.” We need to provide teachers with opportunities to collaborate with their colleagues within and outside of their grade levels and disciplines.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
<ul style="list-style-type: none"> By June of 2015, present teachers with 8-9 strategies for reading instruction based on discipline-specific texts, to provide teachers with strategies to engage students in more complex texts and critical-thinking tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
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<ul style="list-style-type: none"> Provide professional development in reading strategies from Kyrene Beers' texts, <u>Adolescent Literacy: Turning Promise Into Practice</u> and <u>When Kids Can't Read: What Teachers Can Do</u> that help students to access complex texts. Use discipline-specific texts as models for teachers, so that they can see reading instruction as it pertains to each particular discipline. 	All teachers	September 2014 through June 2015	Assistant Principals will design and lead professional development in Department Meetings.
<ul style="list-style-type: none"> Instructional Support department will meet to discuss how instructional strategies address the needs of students with special needs, and how they might implement those strategies accordingly. 	Students in ICT, SETTS and self-contained classes	September 2014 through June 2015	Assistant Principal of Instructional Support will facilitate meetings.
<ul style="list-style-type: none"> Present findings in presentation to the SLT and PTA. 	All parents	January 12, 2015	Assistant Principal Organization will make presentations.
<ul style="list-style-type: none"> Facilitate meetings between grade-level meetings to discuss progress and to plan for how the next grade level can continue this work. Present focus and progress of grade-team work at faculty meetings. 	All teachers	May 2015	Instructional Leads will organize and facilitate these meetings.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per session for Instructional Leads to plan grade team meetings
- Copies of Kyrene Beers' texts, Adolescent Literacy: Turning Promise Into Practice and When Kids Can't Read: What Teachers Can Do

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Survey of teachers regarding Grade-Level and Departmental PD
- February 2015

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> To determine students’ instructional needs, grade-teams performed an item analysis of the 2014 NYC Performance Task in ELA and determined areas of focus to improve students’ reading and writing skills. HSTAT will hire 14 new teachers, who will need extra attention and guidance as they begin their teaching careers. Grade-teams worked in concert to deliver skills-based instruction across grade-levels in the past. This year, they will use formative assessments in all disciplines to measure students’ growth, and they will organize lesson studies to learn about and share the most effective teaching practices related to these skills.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June of 2015, Instructional Leads will have administered formative assessments related to the particular skill goal identified in order to track students’ progress and will have shared the results with their colleagues in grade-teams. Each grade team will also organize lesson studies related to each skill, to determine and share best instructional practices.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Principal will meet with Instructional Leads weekly to plan item analysis, to help them to determine goals and to plan and organize formative assessments and lesson studies. 	Volunteer teachers	September 2014	Instructional Leads will be supervised by Principal
<ul style="list-style-type: none"> APs Instructional Support Services and English and ESL will consult with grade teams to determine the best methods to differentiate instruction or assessment to meet the needs of students with special needs or who are LEP. 	Select teachers	September 2014 through June 2015	APs of Instructional Support Services and of English and ESL

<ul style="list-style-type: none"> AP Organization and AP Pupil Personnel Services will present instructional goals to SLT. 	New teachers	September 2014 through June 2015.	AP Organization and Pupil Personnel Services
<ul style="list-style-type: none"> All teachers will take an active role in the item analysis, formative assessments, lesson studies and professional development. 	all teachers	September through 2015	Instructional Leads will be supervised by the Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per session for Instructional Leads to meet with Principal after school to plan item analysis, lesson studies, and professional development
- Per diem for coverages for collegial observations between new and experienced staff

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Conduct a survey of Instructional Leads and of teachers in Grade-Level teams on the focus and success of Grade Teams in the first semester, and elicit suggestions for improvement going forward.
- February 2015

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- In our 2013-4 survey, 99% of respondents stated that they were contacted in a language they understand. However, in a meeting of the School Leadership Team, parents suggested that the administration do more to translate documents sent home into the parents’ language of choice.

Part 2 – Annual Goal

- List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- Create a system of organizing mailings according to language of choice
 - Create a network of staff and outside resources for quick turn-around of translated documents in Spanish, Chinese and Arabic for mailings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ● Strategies to increase parent involvement and engagement ● Activities that address the Capacity Framework element of Trust 			
● Poll staff to use as translators of target languages for mailings.	Parents	September 2014	AP Organization will create network.
● Find outside resources (staff in other schools, approved vendors) for translators of languages that we cannot find on staff.	Parents	September 2014	AP Organization and Purchasing Secretary will find staff/vendors
● Contact parents in their home language to increase parent involvement of our ELL students.	Parents	September 2014 through June 2015	AP Organization will supervise mailings

<ul style="list-style-type: none"> Engaging more parents in our school through translation will provide more support for students at home, and provide more support for teachers from parents. 	Parents	September 2014 through June 2015	AP Organization will supervise mailings
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Per session for staff to translate documents Title I to fund translation from outside vendors

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By March 2015, measure ELL students’ parents’ involvement in school functions such as PTA meetings and Open School Afternoon and Evening.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	25 students with poor performance on Wilson reading exam;	reading instruction	small group	during the school day
Mathematics	25 students with poor performance on 8th Grade NYC Performance Task and on HSTAT-created math assessment	a) after-school tutoring on Tuesdays and Thursdays, Peer Tutoring on Mondays and Wednesdays b) pull-out test preparation 2 days/week	small-group	a) after school day b) during school day
Science	failure on NYS Regents in Living Environment	a) after-school tutoring on Tuesdays and Thursdays, Peer Tutoring on Mondays and Wednesdays b) pull-out test preparation 2 days/week	small-group	a) after school day b) during school day
Social Studies	failure on Global Studies Exam and US History and Government Exam	a) after-school tutoring on Tuesdays and Thursdays, Peer Tutoring on Mondays and Wednesdays	small-group	a) after school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with mandated counseling.	Counseling sessions	One-on-one or small group	During school day. Students often pulled out of Physical Education class.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

HSTAT only interviews teachers who are certified and licensed in the subject for which there is a need. We have a comprehensive new teacher training program which includes mentoring by a dedicated mentor as well as weekly meetings with the new teachers' respective Assistant Principals. When possible, new teachers are programmed into our 9th or 10th grade initiatives, which are our most supportive environments for new teachers.

2b. 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).

We develop a Professional Development program based on the needs of our students and teachers. This year, for example, we determined that our students are in need of more and better reading instruction in all disciplines, so that they might learn to contend with more complex texts in all disciplines. The principal convened the cabinet to compare approaches to literacy instruction, and then decided to use Kylene Beers' books as the focus for our Professional Development program.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

The Principal and UFT Chairman surveyed the staff and created a committee of administrators and teachers to form the MOSL Committee. The Committee reviewed options and decided upon measurements that would best suit the needs of our students and fairly represent the efforts and successes of our staff.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	950,378	x	9, 12, 14, 16, 18
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	11,200	x	18
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	6,482,585	x	9, 12, 14, 16, 18

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of

English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The High School of Telecommunication Arts and Technology (HSTAT), 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 the school and the families. The 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 the school community. HSTAT 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 the school community;

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

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 485
School Name HS Telecommunication Arts and Technology		

B. Language Allocation Policy Team Composition [i](#) 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 Philip Weinberg	Assistant Principal David DeMartini
Coach type here	Coach type here
ESL Teacher Susan Justice	Guidance Counselor Jeanette Martinez
Teacher/Subject Area Sam Schoeller/History	Parent type here
Teacher/Subject Area type here	Parent Coordinator Barbara Yarshevit
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
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)	1297	Total number of ELLs	91	ELLs as share of total student population (%)	7.02%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										5	5	5	5	20
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)
				61

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	16			12		3	61		32	89

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	16	0	0	12	0	3	61	0	32	89
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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										47	20	5	2	74
Chinese										3	3	3	1	10
Russian														0
Bengali														0
Urdu														0
Arabic										4	1	2		7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	54	24	10	3	91								

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)										4	2	0	0	6
Intermediate(I)										21	5	3	1	30
Advanced (A)										29	12	7	2	50
Total	0	54	19	10	3	86								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		2	
Integrated Algebra	42		18	
Geometry	15		3	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry	1		1	
Earth Science	5		0	
Living Environment	24		5	
Physics	1		0	
Global History and Geography	25		5	
US History and Government	10		4	
Foreign Language	2		2	
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:

- 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.
Our school uses ECLAS-2 to assess the early literacy skills of ELLs. The vast majority of our students were either born in the United States or have come to the US in middle school.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our assessment analysis reveals that Long Term Ells tend to stay at the interemdiate and advanced levels for many years.

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](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Our students tend to pass the NYSESLAT in 9th grade. The number of ELLs drastically drops in the following years. However, long-term ELLs with disabilities tend to remain in the intermediate to advanced levels.
- b. Nearly all our students take state exams in English.
- c. We have learned that ELLs tend to slightly underperform on periodic assessments depending on their level of proficiency. The native language is used to provide support to students through dictionaries and glossaries.
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?
Teachers are trained to teach the language that is essential to master academic content. Lessons have a content and linguistic focus to ensure that our students develop their second language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELLs by analyzing graduation data, AYPs, and regents results.

Part IV: ELL Identification Process

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

- 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](#).)
 - Parents of students who are newly admitted to the NYC school system are administered the HLIS survey by our trained admission's personnel. If the parents indicate a language other than English is spoken at home, they are informally interviewed by our bilingual grade advisor or our ESL teacher. Then the LAB-R is administered to the student by our ESL teacher within ten days of admittance. The LAB-R is hand-scored by the ESL teacher and if the student scores below the cut-off, the student is entitled to ELL services. The results of hand-scored tests are kept on file in the school and the test is sent to be officially scored. An entitlement letter is sent to the parents on school letterhead in their native language and in English. Parents are also informed of their right to choose one of the three types of programs available to English language learners in NYC: dual-language, transitional bilingual or free-standing ESL. Parents are then invited to attend a parent-orientation where they watch the orientation DVD for parents of English language learners and the three program choices are thoroughly explained to the parents in their native language. Parents are encouraged to ask questions and we make sure to have translators from our school community or the Office of Translation Services available for the parents. In the event that parents are unable to attend the orientation meeting, we will arrange phone conferences and make several attempts to make sure that parents are fully informed of their choices. We then program students

according to parental choice. Each year, the ESL teacher and Assistant Principal of English and ESL identify eligible students for the NYSESLAT by consulting the RLAT and RNMR. General education students are administered the NYSESLAT by the ESL teacher and special needs students are administered the NYSESLAT by our special education English and Social Studies teacher to ensure that all testing modifications are implemented. The reading, writing, and listening sections of the exam are administered over three days in a designated testing room in the school building. Speaking is administered over a one week period by the ESL teacher to all students. A make-up day is scheduled for each part of the test that the student missed.

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.
 2. Parents of English language learners are invited to attend an orientation meeting within 10 days of their child's admittance held by the parent coordinator, bilingual grade advisor, and ESL teacher. During the orientation, parents view the DVD outlining the programs available to them in NYC and each program is explained fully in the parent's native language with the aid of a translator or available staff member. If parents are unavailable to attend the parent orientation meeting, several phone calls are made to the parents with the aid of a translator to ensure that parents fully understand their program choices.
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 [\[see tool kit\]](#).)

:Entitlement letters for ELLs are generated by the assistant principal and a copy is kept on file. If a parent has not returned a Program Selection form, several phone calls are made to ensure that the document is returned.
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.
 4. After reviewing LAB-R results, our ESL teacher confers with our bilingual grade advisor and the student is placed into the appropriate program chosen by the parents based on the Program Selection Form. We currently provide services through a free-standing ESL program and parents are informed of our mandate to offer a bilingual program in we have more than 20 students who speak the same language at one grade level. Entitlement letters are sent in the student's native language and in English indicating placement in our ESL classes and phone calls are made to the parents. Students are interviewed by our bilingual grade advisor and our ESL teacher and placed in the appropriate level of ESL based on the results of the LAB-R and student interview. A brief writing sample is obtained by our ESL teacher to aid with placement. Students who are prior admits to NYC schools are programmed for ESL classes based on their level of proficiency on the NYSESLAT.
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.

We schedule the NYSESLAT over three days for the listening, reading and writing sections. Students are notified about where and when they are scheduled to take the test and a letter is sent home to parents informing them that their child must take all parts. We schedule a make-up days for students who were absent. We administer the speaking portion during the testing window to individual students in a separate location.
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. 

Our program is aligned with parental choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. A. We have a self-contained ESL program at our school taught by our fully-certified ESL teacher. Beginner ESL students receive three periods of ESL instruction per day. Two of the periods are consecutive and the class focuses on developing reading, writing, speaking and listening skills across content-areas. The third period of ESL focuses on grammar and writing skills with an emphasis on developing communication skills. Intermediate and advanced students receive two and one period of ESL per day respectively. The focus in these classes is to develop academic reading, writing, listening and speaking skills. Second semester sophomores and first semester juniors are programmed for a college writing class intended to help them reach New York ELA standards and improve reading and writing skills. Our ESL teacher uses a wide variety of authentic materials in English to develop English language skills. Our ESL teacher regularly confers with content-area teachers to align course materials with content classes. All course curriculum is aligned with New York State Standards. As a whole, our staff is modifying curriculum to reflect the Common Core State Standards and this is also reflected in ESL curriculum.
 - B. Our ESL classes are grouped by level of proficiency. Classes are ungraded so younger students can receive the benefit of having more experienced students in their classes. Older students often act as informal mentors and help them navigate the transition to high school.
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)?
 2. Grade advisors program students for the appropriate periods of ESL by consulting the RLAT which provides schools with NYSESLAT scores and designates their level of proficiency as well as conferring with the ESL teacher. Beginners receive three periods of ESL per day. Intermediate students receive two periods of ESL per day and advanced and transitional students receive one period of ESL per day. Beginner students receive ELA instruction from our ESL teacher. Intermediate and advanced students are programmed for general education ELA courses as well as their ESL classes. We offer Spanish language classes at all levels of proficiency. Native Spanish speakers are programmed for Spanish literacy courses depending on their scheduling requirements.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Content areas are taught in English. Content teachers regularly confer with our ESL teacher to discuss modifications to lessons and strategies to make content comprehensible to English language learners. Native language dictionaries and content glossaries are available for students in every content class. Students are provided with Regents exams in both English and their native language. Teachers employ strategies such as modeling, scaffolding, visuals, collaborative work, and a variety of different media including films and songs to facilitate content and language acquisition. All teachers receive professional in how to implement the Common Core Standards and staff development focuses on how to scaffold instruction to help ELLs meet the demands of the standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. In order to determine a student's proficiency in their native language, we enlist the services of a staff member who speaks that language to conduct an informal interview with the student. If we don't have a staff member available who speaks the

student's language, we informally assess the student with a translated text and ask the student to read a portion of it.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Both the ESL teachers and content-teachers have created formative assessments throughout the year that explicitly address each skill. Assessment data is reviewed at grade-level meetings and instructional plans/interventions are implemented for each student.

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).

a. Students with interrupted formal education (SIFE) receive ESL services as well as a literacy support class to help them develop their academic skills. SIFE students are referred to their guidance counselor for additional services as necessary. SIFE students meet with their ESL teacher during lunch for tutoring as well as after school.

b. If an ELL has been in NYC city schools for less than three years and scores as a beginner on the NYSESLAT, he or she will receive three ESL classes per day designed to accelerate academic reading, writing, listening, and speaking skills. Beginner ELLs also receive lunch time tutoring with our ESL teacher. Students are provided with after-school tutoring across the content areas as well as small group tutoring across content-areas specifically for ELLs. ELA instruction is embedded in the ESL classes.

c. ELLs who have received services for 4-6 years are programmed for ESL classes depending on their level of proficiency per the NYSESLAT. Students attend after school tutoring across content areas as well as small group tutoring specifically for ELLs across the content-areas.

d. Long-term ELLs are programmed for ESL classes based on their level of proficiency per the NYSESLAT. Long-term ELLs may also be programmed for literacy support classes in ELA and history. They also attend content-area tutoring and small group tutoring specifically for ELLs.

e. Former ELLs are programmed for a transitional ESL class for one year. Their progress is tracked by the ESL teacher and the grade advisor.

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?

Our ELL-SWDs are grouped together with our general education ELLs so they are required to learn from grade-level materials. The teacher and paraprofessionals supply students with scaffolding, dictionaries, glossaries, web sites, and small group instruction.

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?

ELL-SWDs are placed in general education ESL classes. Our grade advisors work with our ESL teacher to discuss modifications per IEP and the ESL teacher implements with the help of paraprofessionals deliver a content-rich curriculum.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

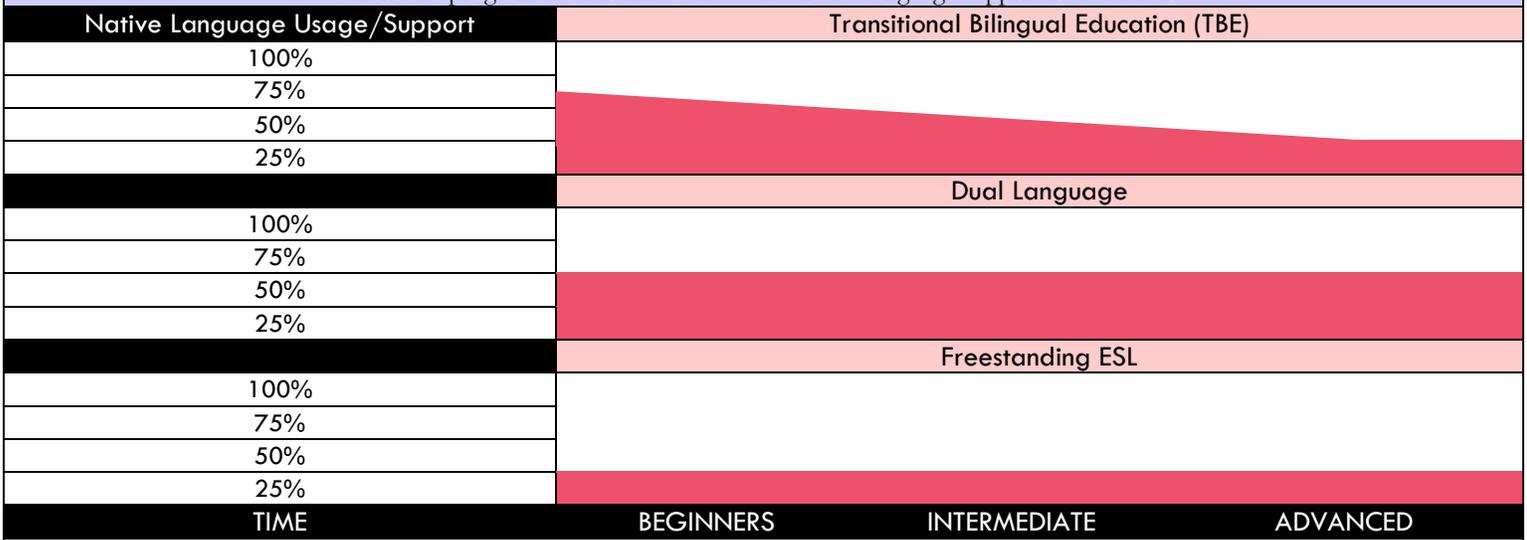
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Performance data for ELLs is regularly reviewed by individual teachers, grade level groups, our ESL teacher, and our bilingual grade advisor. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language learners. Content tutoring is provided for ELLs in ELA, Math, Science, and Social Studies. Services are offered in English. :
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been effective in helping students reach their content and language goals.
11. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year, our student tutoring/buddy program will be expanded so that newcomers and beginning ELLs have additional support as they make the transition to life in America. We will also expand our professional development so that all teachers can apply ESL strategies in their classes.
12. What programs/services for ELLs will be discontinued and why?
- Our after school tutoring program for ELLs will not be discontinued but modified to include a greater focus on Social Studies and Science based on several years of student results on state assessments.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We are a very diverse school and the majority of our students are former ELLs. ELLs are encouraged to join after school activities. Selected teachers give presentations in ESL classes inviting students to join clubs and sports teams. Students attend after school tutoring and Saturday tutoring. The school has held cultural shows where students are encouraged to showcase music and dance from their countries.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ESL teacher uses a variety of authentic texts to aid in language development including novels, short stories, essays, poems, newspaper articles, periodicals, and films. Students are exposed to content-rich materials across content-areas in ESL classes. Teachers make use of smart boards, LCD projectors, document projectors, and laptop carts to ensure that students benefit from a variety of media and technologies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We offer Spanish language courses to native and non-native speakers and a Spanish literature course to native and non-native speakers at the advanced level.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- The services we offer correspond to ELLs at specific grade levels. Second semester sophomores and first semester juniors are programmed for a year long college writing class where they prepare for the ELA and develop college reading and writing skills.
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.
- Before the beginning of the school year, newly enrolled ELLs are invited to an orientation led by our bilingual grade advisor and ESL teacher.
18. What language electives are offered to ELLs?
- We offer a Spanish language elective to all students in our school, including ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. We are planning ongoing school-wide professional development for all teachers on incorporating ESL strategies to make content comprehensible for ESL and struggling readers and writers. Our ESL teacher and select content-area teachers will attend Q-TEL trainings to turn-key to the staff.
 2. We have biweekly grade-level meetings as well as weekly professional development to develop curriculum, lesson plans, and review student achievement data to help our students meet the Common Core State Standards.
 3. We offer after school tutoring and teachers meet biweekly to discuss student achievement and recommend interventions for struggling students.
 4. All staff will receive the mandated 7.5 hours of ELL training throughout the school year through targeted professional development on addressing the needs of ELLs in content classes.

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. All parents are invited to a Parent Orientation at the beginning of their child's career at HSTAT. HSTAT also does outreach through PupilPath, our online grading system. Our Parent Coordinator routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 9th grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year.
 2. We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents.
 3. Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, and by contacting our guidance counselors and Parent Coordinator.
 4. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.
- Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>HS of Telecommunication Arts</u>		School DBN: <u>20k485</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Philip Weinberg	Principal		11/12/13
David De Martini	Assistant Principal		11/12/13
Barbara Yarshevitz	Parent Coordinator		11/12/13
Susan Justice	ESL Teacher		11/12/13
	Parent		1/1/01

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jeanette Martinez	Guidance Counselor		11/12/13
Alexis Penzell	Network Leader		11/12/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20k485 School Name: HS of Telecommunication Arts and Te

Cluster: 5 Network: 563

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.

Using the Home Language Identification Survey, and the ELL Parent Orientation we may determine the translation services needed to meet our students' needs. In addition to using staff members and students to serve as interpreters, we will use Translation Services through the DOE to contact parents. We will use DOE-approved vendors to translate important documents and notices to inform parents of important school events.

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.

Our school must translate documents and parent notices into Chinese, Spanish, and Arabic. The Parent Coordinator will forward such documents to the AP English/ESL/Music who will use DOE-approved vendors, such as Lingualinx.com, to translate documents electronically. We also need to provide interpreters for parent meetings with our ELL Counselor and for Open House and Parent Teacher meetings. For these meetings, staff members will serve as interpreters, or we may use Translation Services.

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.

Written translation services will be provided through Lingualinx.com, a DOE-approved vendor. Parents will receive documents during Parent Orientation, and will be provided translated versions of all school-wide initiatives. These documents will be submitted to the AP English/ESL/Music to be translated electronically through DOE-approved vendors, such as Lingualinx.com, and distributed through the Parent Coordinator's office.

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.

Oral interpretations for parent meetings (Parent Teacher Conferences, College Fair, Parent Orientation, and Parent Teacher Association meetings) will be provided through staff members, parent volunteers and student volunteers.

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>.

Parents are notified of the Bill of Rights and interpretation services in Parent Orientation and when visiting the Parent Coordinator's office. The Parent Coordinator has copies of these documents in all languages, as well as an accessible method of determining the native language of the parents of ELLs. These documents are also available in our ELL Counselor's office.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: HS Telecommunications	DBN: 20k485
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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: Our Title III Regents Preparation program takes place after school, two days per week. Our ESL Inquiry team found that our ESL students tend to pass content-area courses classes such as Global Studies and Living Environment, but are not successful on exit exams. Our Title III program is therefore focused on providing the support our students will need in these courses and on these exams. We employ one full-time licensed ESL teacher, one social studies and one science teacher. Instruction is in English. Students will be instructed by both our ESL teacher and content area education teachers two days per week for one hour each. Twenty students who have been identified as in need of academic intervention will be served. The Title III Regents Prep program is to run throughout the school year. Materials used include Regents review books, dictionaries, as well as the texts that students are issued in their content-area courses.

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: All our teachers participate in weekly professional development sessions designed by our professional development committee consisting of teachers and administrators across content areas. Our focus is on developing literacy and academic writing skills across content areas with an inquiry focus on struggling readers and writers. Teachers participating in the Title III tutoring program will also attend professional development outside the school through sessions offered through the Office of English Language Learners that are aligned with our school-wide instructional goals on strategies to improve the academic reading and writing skills for struggling students. Teachers will then turn-key sessions to the staff during our monthly staff-led professional development sessions.

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: The parent-coordinator in conjunction with the bilingual grade advisor and ESL teacher will offer three workshops throughout the school year on accessing our school-wide communication system and online gradebook, pupilpath, so that parents can monitor their child's progress. In addition, parents are invited to attend workshops on immigration issues offered by our bilingual grade advisor. Parents will be notified through translated letters sent home with their children.

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
TOTAL	_____	_____