



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: TALENT UNLIMITED HIGH SCHOOL

DBN (i.e. 01M001): 02 M519

Principal: LINDA HAMIL

Principal Email: LHAMIL@SCHOOLS.NYC.GOV

Superintendent: FRED WALSH

Network Leader: VIVIAN ORLEN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Linda Hamil	*Principal or Designee	
Victorianne Cappiello	*UFT Chapter Leader or Designee	
Guy Ortmann	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Lenay Demetrios Scarlett Rosa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jeanne Forster	Member/ /Elected Parent	
Maria Gross	Member/ /Elected Parent-PTA Recording Secretary	
Cathy Marino Thomas	Member/ /Elected Parent	
Lois Vigilante	Member/ Elected Parent	
Jayne Skoog	Member/ Community Based Organization	
Joshua Wickline	Member/ Community Based Organization	
Pierre Orbe	Member/ CSA Member	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2014-15 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

“SMART” - specific, measurable, achievable, realistic, and time-bound

Goal 1: To increase school cultural shift towards more rigorous career and college readiness

- Through expanded CTE outcomes as measured by increased internship opportunities that students take advantage of in conjunction with increased credit bearing courses in Work Based Learning.
- Through partnering with families in our community by developing student mind-set toward “life-long learning” as measured by before and after surveys designed growth mindset vs. fixed mindset.
- By implementing social and emotional supports through the “7 Habit of a Successful Teen” as measured by the number of lessons infusing these habits in the ELA department. This past year students in the 9th and 10th grade received 4 lessons focused on the “7 habits”. This next school year all grade levels of ELA will receive 8 lessons focused on the “7 habits”. Beginning with the August orientation, students will set a goal demonstrating how they will improve upon a particular habit. .

Comprehensive Needs Assessment

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

- In previous years, many students and parents argued to opt out of college ready courses (AP Courses, Precalculus, Robotics) because they felt it was more important to maintain high GPA with less challenging courses. This did not reflect the mission of Talent Unlimited, not the research by Carol Dweck and her work on “Mindsets”, as well as articles from CEO’s from Google which state the demand for professionals who assume challenges. Furthermore, when reviewing previous learning environment survey data, students indicated the following: that when students were asked if “most teachers are teaching me the **organizational skills and work habits to succeed**”, students did not agree wherein we scored a 5.6 out of 10. This information conveyed to our staff that students need more support in building effective habits to succeed in more rigorous courses and ultimately in college. This led to the formation of the School culture committee, which is a group of teachers who want to infuse the “7 Habits of Highly Effective Teens” into the curriculum and culture of our school via instruction and PTA outreach. Based on recent Progress Report Snapshot data, which indicated the following: **85% of TU students successfully completed approved college preparatory courses** and assessments vs. City Average: 46% and vs. Borough Average: 48%. While this surpasses the city wide standards, it does not meet the mission of our school which reflects and equal balance of the arts and academics, and therefore requires that all of our students take college ready courses throughout their four years.

Instructional Strategies/Activities

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

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

- WBL coordinator and college counselor will be also participating in workshops for students and parents during the PTA in January.
- WBL coordinator will develop new internships.
- The formation and implementation of Career and Financial Management (CFM) Course by the WBL coordinator.
- The formation and implementation of the School Culture Committee.
- The development of yearlong PTA topics that align with the culture shift.
- Implementation by the School Culture Committee of workshops geared towards engaging parents and students in these cultural shifts which will build trust towards our intended shared goal of preparing students to be college ready citizen artists.
- Formation of Mentoring Committee whose advisors support National Honor Society mentors in infusing these cultural shifts.

- Mentoring Committee and Staff will identify and match students in need of mentoring for increase college readiness.
- Implementation of school wide mentoring program intended to raise college readiness through the mentor – mentee relationship.
- Formation of a Skedula Committee commissioned to train staff, parents, and students in use of Skedula/ Pupil Path grade book.

1.

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

1. Principal Linda Hamil
2. AP Pierre Orbe
3. Parent Coordinator
4. School Culture Committee comprised of teachers, guidance counselors, and administrators.
5. Work Based Learning Coordinator
6. College Advisor
7. Mentoring Committee comprised of teachers and administration.
8. Skedula Committee comprised of teachers and administration.

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

- By June 2015
- WBL Coordinator will implement 2 or more workshops with our school community.
- 40 students or more will have participated in the CFM and received credits.
- 10 or more college workshops will be implemented in classrooms and college visits by College Advisor documented by log.
- School Culture Committee will meet regularly to plan 4 lessons infused into classroom curriculum, Professional Development to engage staff in these cultural shifts, and PTA workshops to engage parents.
- Mentoring Committee will develop 2 workshops to train students in ways to infuse mentoring strategies to promote college readiness.
- Mentoring will result in increased mentee progress via attendance, improved grades, or increased participation.
- 90% of students and 40% of parents will be actively using Pupil Path to stay informed about their progress towards college readiness.

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

- At the conclusion of the past school year in June 2014, teachers developed 4 committees (Skedula, Mentoring, School Culture, Parent Engagement) in support of these goals, which they helped write.
- School Committees meet monthly in order to support professional development, parent engagement, and student support.

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

1. The CFM course is required for CTE programs which includes our Dance and Drama Programs. This means that the implementation will allow for Dance and Drama majors to take this course during a period when their arts courses are not.
2. Talent Unlimited's schedule includes a shortened Wednesday schedule which allows for teacher professional development and department meetings to occur from 1:30- 3:30. This time is designated for professional development or departmental meetings. This supports opportunities where the Skedula Committee, Mentoring Committee, and School Culture Committee can engage staff in school wide staff development of cultural shifts.
3. Due to TU's many after school performances, Mentoring will occur by specific majors with Dance/ Vocal on Tuesday and Musical Theatre/ Instrumental/ Drama on Thursday, so that no rehearsals can disrupt this program.
4. College Advisor will push into the ELA classes to conduct workshops, as well as invite students during period 4 and 7 lunch.
5. WBL Coordinator will receive a compensation period in order to build partnerships with outside organizations, meet with student interns, and plan workshops.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

11 Engage parents in yearlong topics aligned with mission of the school and cultural shifts through the PTA. Parent engagement committee designed "Curriculum Night" in September and new format for Parent Teacher Night where mentors meet the parents of mentees. In development 2nd Semester Parent Teacher Conference will focus solely on parents of struggling students. Teachers will utilize the 40 minutes of Parent Engagement time to communicate with Parents via Skedula/ Pupil Path by entering their assignment/ grades, making it visible to all parents and students. Teachers will also use this time respond to parent emails via Pupil Path. Our Parent Coordinator will provide outreach to parents who need assistance registering and using Pupil Path. PTA Volunteers will conduct a phone drive to help increase parent utilization of Pupil Path.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

Tax Levy Fair Student Funding and VATEA will be used for per session used in teachers participating school culture committee after school to plan implementation of these cultural shifts into classroom curriculum and PTA meetings.

Work Based Learning coordinator will be funded using a combination of compensatory period and per session funds to supervise the coordination, placement, and accounting of student interns for CTE programs and beyond.

PD Committee will plan workshops for staff for implementing classroom environment practices and assessment measures that support a growth mindset in students, which is intended to increase the number of students who assume more challenging courses. This planning will require afterschool per session.

The ELA Advisory Team began a pilot program this past school year to infuse Stephen Covey's "7 Habits of High Effective Teens" into the ELA curriculum to serve as lens to analyze literary characters and form arguments based on the habits. This work will require per session and OTPS for the purchasing of books.

Goal and Action Plan #2

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

Annual Goal #2

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

Goal 2: To improve teacher effectiveness by developing a coherent understanding of how students learn best through the integration of CCS instructional shift and Danielson Framework.

This will be measured using this past year's Advance Observation System. Teachers receive an average score of 2.4 for components 3b, 3c and 3d in the school year 2013-2014. The goal for 2014-2015 will be to raise these average scores to 2.5 or higher. This equivocates to, for every 4 classroom walk through, each teacher will demonstrate "Effective" for components 3b, 3c and 3d at a minimum of two times.

Comprehensive Needs Assessment

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

In 2011, the CIE introduced the Danielson Framework for Teaching as a research-based rubric for improving teaching practice. Our teachers examined this rubric in PD and selected the "questioning and discussion" competencies to focus on as a school-wide goal. We have since continued our use of this rubric to improve teacher practice for the past three years and have created a Teacher Effectiveness team to give further support to our teachers. Our faculty continues to explore a shared understanding of instruction using this teaching framework.

As we deepen our pedagogy and instructional practices, the focus for this year is on "how do we identify rigor" and "what do higher level thinking skills look like and how do we develop this skill in our students?" These are the questions our staff need to explore in order to raise their scores in Advance for components 3b,3c,and 3d. Our teachers will continue to use "accountable talk" teaching strategies in "questioning and discussion" class sessions to raise engagement and peer to peer assessments of one another's understanding of classroom topics.

Our arts teachers have made incredible progress in applying "accountable talk" in their art forms (dance, vocal music, instrumental, and drama). It was noted that two of our 8 arts teachers went from "developing" to "highly effective" Danielson scores in one school year and were singled out by the Office of Arts and Special Events as arts models. These dance and drama teachers set the standard for many of our academic teachers. We feel the Teacher Effectiveness teacher team will lead the whole school through a year-long PD in expanding "accountable talk" in all core academics and arts as well as boosting the rigor of class instruction through the exploration of 1e, Designing Coherent Instruction, so that teachers purposely plan for increased levels of rigor.

Instructional Strategies/Activities

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

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

- Teacher effectiveness team will consist of several staff members who will observe peers during prep periods. They will utilize after school time to write up informal feedback and meet with teachers whom they observed. This will require per session.
- The Teacher Effectiveness team will design staff development focused on the Danielson Teaching Framework for monthly implementation. These are two hour sessions delivered during at our Wednesday, shortened day, session, where students are dismissed at 1:30 and teachers stay in school until 3:30pm in professional development workshops.
- Special Education teachers (Sam Struckhoff and Tania Prizio) will give a workshop to the staff on disability needs; reading IEPs; and applying strategies that provide multiple entry points for students with disabilities.
- Training for Department Lead Teachers and grade level facilitators will take place in the fall and continue throughout the year.
- Grade level meetings during staff development will: identify level students who are struggling with a) comprehension, or b) motivation, or c) organization issues, or some combination of these; research and develop effective strategies to apply for increasing student learning for these students; and determine measurable standard for student outcomes.

- Teacher Department Common Planning Periods will be scheduled four times a week.
- Each Academic department will develop CCS task; determine outcomes; and measurements for success.

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

- Teacher Effectiveness Team comprised of four teachers (one representing each core academic)
- Per session money set aside for after school PD planning and class visitation feedback time to colleagues.
- Special education teacher team
- Department Lead Teachers and Grade level teacher teams for math, English, science, social studies, and the arts (5 total)....and three grade level teacher facilitators (Struckhoff, Prizio, Grasso)
- Administrative supervision for each teacher team
- Per Session set aside for all Teacher Teams.

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

By June 2015:

1. Professional Development meeting Agendas and teacher sign-in sheets for Teacher Effectiveness Team.
2. Teacher lead Department Meeting Agenda and sign-in sheet for Department Lead teachers.
3. Schedule for teacher observations and feedback sessions, implemented and logged by administration and Teacher Team.
4. Teacher informal and formal written observations.
5. Teacher self-assessments on selected components of the rubric.
6. Teachers will have RTI forms showing lists of struggling students by 3 RTI Categories and assign research based strategies, demonstrating qualitative results in January and June for conclusion of each semester.
7. Visit Teacher Department Common Planning Periods 4 & 7 in order to evaluate level of collaboration.
8. Visit Teachers of common courses to observe how closely their collaboration has translated into their lesson planning.
9. Student sample writing that is evident of meeting CCSS in English task.
10. Student sample work that is evident of meeting CCSS in math and science.
11. Scheduled review of all Task Bundles and outcomes by administrators.
12. Department feedback on task from administrators.

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

By June 2015: Principal and AP will conduct 4 informal observations as required for each academic teacher earning “effective” rating and 6 informal observations for other teaching members.

Teacher PD committee will set monthly calendar for “Teacher Effectiveness” workshops during weekly shortened day teacher development time. This was schedule was set September 3rd at the opening of school when committees (Teacher Teams were established and started).

October 2014 Teacher Effectiveness Team set observation and feedback schedule.

October 2014 started informal observations of teachers by team and administrators

November 4th Election Day PD planned by PD team to allow for Department meeting task building; Teacher Effectiveness Team delivers first PD .

By end of semester 1: All academic tasks delivered; student work gathered and outcomes analyzed.

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

1. Wednesday shortened day PDs are scheduled to align Teacher Effectiveness staff sessions and Department CC task design
2. Per session for Teacher Effectiveness team and Department Lead Teacher teams are put aside.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. In-coming parents are involved in IEP and learning instruction strategies set for their child aligned with CC, during summer meetings and workshop days.
2. Parents are introduced to CCLS in curriculum presentations at PTA meetings during the first Parent Engagement activity (Curriculum Night) scheduled September 17th.
3. Guidance Counselors, teachers, and administrators meet with parents after grade-level meetings throughout the year to help support underachievers in meeting CCLS.

4. Parent/Teacher Conferences are scheduled twice a year along with two addition Parent Engagement activities (each one taking place per semester....Curriculum Night first semester and Parent Credit Recovery Night second semester.
5. Parents are introduced to Skedula so they can access student progress, communicate with teachers, and view assignments on a continuous basis.
6. Administrators attends all PTA meetings along with teachers from various academic/arts departments to share student progress and curriculum information.
7. Parents have access to student progress through mailings (Progress Report or Report card) every three weeks as well as through Skedula (viewing student grades placed on-line).l
grades posted on line
- 8.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

Tax Levy FSF
 Tax Levy FSF

Teacher effectiveness team will consist of several staff members who will observe peers during prep periods. They will utilize after school time to write up feedback and meet with teachers whom they observed. This will require per session.

Department Lead Teachers will plan CC task building in after school sessions. This requires per session.

Goal and Action Plan #3

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

Annual Goal #3

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

Goal 3: To increase the number of viable student candidates who audition for Talent Unlimited arts programs. In the year 2013-14, there were 2 open houses, 8 Friday tours, 4 audition dates in terms of events. In 2014-15 our goal is to increase the number of audition events from 4 to 5, including 2 weekdays that were not in conflict with other competing schools. Also in 2013-14 we have the following number of students audition by major: Dance (573), Drama (421), Instrumental (211), Musical Theatre (181), Vocal (694) totaling in 2,080 candidates who auditioned. In 2014-15 our goal is to increase our candidates overall by 5%.

Comprehensive Needs Assessment

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

The articulation process for our screened audition school in 2013-14 revealed we needed to up our candidate numbers in order to produce the 4x ranking numbers required for student placement. Failure to rank enough students from our audition numbers and match enough special education students resulted in our school attending round two enrollment fairs. To avoid this additional personnel expense and time consuming process, we needed to increase our initial audition numbers and make sure the data collected from these candidates would help us match and meet the special education quota and number of general ed students meeting our standards for acceptance into our school. As a result, we added an additional audition date giving 8th grade parents choices for week day or weekend audition dates for their child; posted our audition rubric and arts standards on our website for transparency; and created an electronic data base to identify prospective candidates that fill all of the enrollment requirements for the DOE in our school.

Instructional Strategies/Activities

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

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

- April 2014 arts teachers working with Principal, analyzed and set audition dates for the following year that posed the least conflict with other performing arts schools and offered additional choices for 8th grade candidate parents.
- New audition forms for each art form designed
- New rubric for each art form designed
- Administrators, Parent Coordinator and Audition Coordinator (teacher) attended enrollment meetings over the summer and fall to clarify changes in the audition process for enrollment register matching.
- Parent Coordinator contacted guidance counsels or middle schools about school showcase and audition dates.
- Parent Coordinator and student support participated in both School-wide and Boro-wide High School Fairs in September/October 2014 to promote school.
- Two school showcases were promoted and executed for middle school parents and student at the end of October 2014.
- Arts Department meetings during the month of October were set to discuss, strategize, and design the new audition procedures.
- AP designed electronic process for audition data gathering during audition process
- TU staff and outside support hired and trained in executing electronic audition data processing.
- PD was given to staff pertaining to audition process and needs.
- Teachers trained, normed, and executed the interview process of the audition
- TU parents (PTA) welcome middle school parents by producing refreshments in the cafeteria and answering questions during weekend audition dates
- Candidates invited to Holiday show for further school evaluation
- Friday tours given the month of October and November.

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

- Arts Department teachers meet to set audition dates going into High School Directory in April 2014.....8 arts teachers representing each art form

- Parent Coordinator worked as “Admissions Director”...use to promote school at HS fair; promote and communicate on-line at website audition process and rubrics; handle audition calls; and participate at auditions organizing student support.
- AP supervisor for outside and internal electronic data gathering support staff training, develop PD to develop new interview rubrics and norming, work with the arts teachers to develop new audition rubrics for each art form, work with the audition committee to determine the weighted components for auditions, and showcase these components to the public.
- Principal audition supervisor during auditions
- Student support in aiding staff during auditions
- TU Parent support in welcoming middle school parents during auditions through cafeteria food refreshments
- TU teachers and guidance counsel handle interviews during auditions (6 teachers and one guidance counselor)
- Arts teachers, guidance counselor, parent coordinator, and administrators participate in Open House Showcases (6 arts teacher, 1 guidance counselor, 1 Parent Coordinator, and two administrators)
- 6 outside teachers hired through postings for electronic data gathering during registration of audition candidates
- Parent Coordinator and two administrators used for Friday 9:00am tours
- 4 TU electronic data base aids trained and worked all auditions

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

1. High School Directory publishes audition dates of our performing arts school....published and distributed in June 2014.
2. Audition forms produced and used during auditions
3. Posted arts rubrics for auditions on our website.....www.tuhsnyc.com
4. E-mail and recorded attendance at Enrollment meetings held at 333 Seventh Avenue over summer and December 8th meeting held at Fashion Institute
5. E-mails sent to middle schools promoting audition dates, showcases, tours, and Holiday Show.
6. High School Fair attendance record....Enrollment Office and parent/student community service forms on file
7. Agendas and attendance sheets for Arts and Audition meetings
8. Community Service student forms for student support
9. Electronic data base indicating increase audition candidates and arts studio numbers support 4x the ranking numbers needed for each art form
10. Increased tour numbers

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

1. April 2014....audition dates set for following year
 2. Summer enrollment (July) registration meeting for changes in audition process
 3. September Arts Department meetings for restructuring audition process
 4. October 2014 Arts meetings for redesigning audition forms and rubric design
 5. November auditions.....2 Thursday 3-6pm auditions, 2 Saturday 8am-1pm auditions, 1 Sunday audition 8am-1pm
 6. December 2014 data reviewed and corrected.....input SEMS information on candidates
 7. January 2015 arts teachers and administrators rank candidates meeting January 23rd deadline.
 8. March 2015 Round 1 results
- Results: Due to the Electronic Database produced and the work of the various teams who brought the audition process together, at the printing of this CEP current data indicates for 2014-15 the following number of students auditioned by major: Dance (702), Drama (590), Instrumental (290), Musical Theatre (216), Vocal (778) totaling in 2,576 candidates who auditioned. In 2014-15 our goal is to increase our candidates overall by 5%. These results demonstrate an increase from 2,080 applicants to 2,576, which is a 24% increase from the previous year. These results could still further increase based on round 1 and round 2 results via enrollment.

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

1. Per session need to support arts department after school meetings for restructuring audition process and working on audition forms
2. Per session for AP is designing data base for candidate registration and rubric design for audition forms (posted on website)
3. Per session needed for Parent Coordinator for weekend HS fairs and auditions
4. Arts and academic per session needed for training and implementing audition process
5. PD sessions scheduled for faculty pertaining to audition process
6. Wednesday Shorten day scheduled changed to Thursday November 20th to accommodate 3pm auditions that ran to 6pm. TU students released at 1:30 on this day so audition set-up and coordination could begin at 2:00pm.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Week day auditions along with two Saturdays and one Sunday were scheduled to aid parents of middle school auditioning candidates in more choices for their convenience.
2. PTA parents participated in the weekend auditions by hosting middle school parents of auditioning candidates and sharing in the school information piece at that time.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

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

Fair Student Funding
 Tax Levy FSF and VATEA

Auditions will be funded using VATEA and Tax levy money to pay for teachers auditioning, teachers interviewing, and teachers/ secretaries registering students.

Also Audition Committee (Arts and Academic teachers), Interview Team, and Registration Team will meet in committees to revamp the audition process.

This will require afterschool per session.

Funding will also come from the Office of Arts and Special Events set aside for screened school auditions.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Not Applicable

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• Strategies/activities that encompass the needs of identified subgroups
1.
• Key personnel and other resources used to implement each strategy/activity
1.
• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
• Timeline for implementation and completion including start and end dates
6.
• Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Not applicable.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
13. Strategies/activities that encompass the needs of identified subgroups
1.
14. Key personnel and other resources used to implement each strategy/activity
1.
15. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
16. Timeline for implementation and completion including start and end dates
1.
17. Describe programmatic details and resources that will be used to support each instructional strategy/activity
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	At Talent Unlimited High School, we provide general academic mentoring to 135 students from grades 9-12. They are chosen based on the 1st marking period performance. Students are paired by teachers with Honor Society Mentors. Additionally, we provide core subject tutoring for 100 in 9th -12th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 135 students, 35 receive tutoring in ELA. Further, through RTI, all teachers provide intervention to 5-6 struggling students per grade level.	Tutoring and mentoring happens in both small groups and one-on-one. General intervention services are provides using a variety of strategies and delivery services depending on the student.	Tutoring and mentoring takes place after school during extended day/9th period. General intervention services take place during the schools day and after school during extended day/9th period.
Mathematics	At Talent Unlimited High School, we provide general academic mentoring to 135 students from grades 9-12. They are chosen based on the 1st marking period performance. Students are paired by teachers with Honor Society Mentors. Additionally, we provide core subject tutoring for 100 in 9th -12th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 135 students, 61 receive tutoring in math. Further, through RTI, all teachers provide intervention to 5-6 struggling students per grade level.	Tutoring and mentoring happens in both small groups and one-on-one. General intervention services are provides using a variety of strategies and delivery services depending on the student.	Tutoring and mentoring takes place after school during extended day/9th period. General intervention services take place during the schools day and after school during extended day/9th period.
Science	At Talent Unlimited High School, we provide general academic mentoring to 135 students from grades 9-12. They are chosen based on the 1st marking period performance. Students are paired by teachers with Honor Society Mentors.	Tutoring and mentoring happens in both small groups and one-on-one. General intervention services are provides using a variety of strategies and	Tutoring and mentoring takes place after school during extended day/9th period. General intervention services take place during the schools day and after school during extended day/9th period.

	<p>Additionally, we provide core subject tutoring for 100 in 9th -12th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 135 students, 22 receive tutoring in science. Further, through RTI, all teachers provide intervention to 5-6 struggling students per grade level..</p>	<p>delivery services depending on the student.</p>	
<p>Social Studies</p>	<p>At Talent Unlimited High School, we provide general academic mentoring to 59 9th graders. Struggling students are matched with mentors who participate in ARISTA and National Honor Society. Additionally, we provide core subject tutoring for 50 students in 10th, 11th, and 12th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 50 students, 13 10th graders and 4 11th graders receive tutoring in social studies, totaling 17. Further, through RTI, all teachers provide intervention to 5-6 struggling students per grade level.</p>	<p>Tutoring and mentoring happens in both small groups and one-on-one.</p> <p>General intervention services are provides using a variety of strategies and delivery services depending on the student.</p>	<p>Tutoring and mentoring takes place after school during extended day/9th period.</p> <p>General intervention services take place during the schools day and after school during extended day/9th period.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>10-15 in all grade levels receive at-risk services, depending on the time of year.</p> <p>Currently, there are 17 students receiving counseling.</p> <p>We have 8 students receiving speech and 2 for visual therapy.</p> <p>We have 2 students receiving occupational</p> <p>We have 1 student with hearing impaired services.</p> <p>In total for 2014, we have 11 students with SETSS, 19 students with Multi Services (including ICT and SETSS), 10</p>	<p>Students receive at-risk services one-on-one.</p> <p>Counseling is done individually or in a very small group of 2-3 students.</p> <p>Visual, speech, occupational and other therapy is done one-on-one.</p>	<p>Students receive at-risk services during the school day this includes:</p> <ul style="list-style-type: none"> • Weekly services for our hearing impaired student • Twice a month visually impaired related services from “visually impaired specialist” for one student...and daily services for our one blind student • SETTS and one-on-one services are delivered daily to our one “speech and language impaired” • ICT classes are provided daily in ELA, Math, and Science and subsidized with SETSS small group “study

	students with SE, 10 students with ICT (60%).		skill” classes for social studies.
--	---	--	------------------------------------

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Not Applicable.

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).
Not Applicable

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Not Applicable

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable

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.
Not Applicable

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

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).
Not Applicable

Parent Involvement Policy (PIP)

Not Applicable. Non- Title I school.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Parent Involvement Policy

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- Our school will further encourage school-level parental involvement by:
 - Holding an annual Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**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 02	Borough Manhattan	School Number 519
School Name Talent Unlimited High School		

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 Linda Hamil	Assistant Principal Pierre Orbe
Coach Peter Iacono	Coach Tanya Prizio
ESL Teacher Mrs. Elisa Prager	Guidance Counselor Ms. Jessica Weinreb
Teacher/Subject Area Mr. Samuel Struckhoff	Parent Ms. Juanita Faulkner, PTA Pres
Teacher/Subject Area Ms. Cappiello, Arts	Parent Coordinator Tanya Cobran
Related Service Provider Ms. Natalie Skeet, SPARK	Other type here
Network Leader(Only if working with the LAP team) Cyndi Kerr	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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	535	Total number of ELLs	1	ELLs as share of total student population (%)	0.19%
--	------------	----------------------	----------	---	--------------

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): N/A
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N/A

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>			0											0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE										1				1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL							1			1

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	0	0	0	0	0	1	0	0	1	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u> </u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

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										1				1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	0	0	1								

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

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										1			
	P													
READING/ WRITING	B													
	I													
	A										1			
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8		1			1
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8					1				1
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English		1		1
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government				
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)	n/a	0						
Chinese Reading Test	n/a	0						

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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:

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?

Paste response to questions here:

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?

Paste response to question here:

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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Response to Questions 1-8

After analyzing and examining the NYSESLAT Proficiency results and the NYSESLAT Modalities of our ELL students, we discovered that most students overall exceeded on the reading, listening and speaking modalities, but need instructional support on the writing. This has been a pattern of proficiency since the administration of the NYSESLAT in 2007. As mentioned previously, we do not have a TBE, Dual Language Program or an ESL Program at this time. We are serving all students with the required ELL instructional support in collaboration with the ELL testing coordinator, special education teacher, and teachers of all content areas.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In identifying our ELL students, we examine the ESL/LAB-NYSESLAT Eligibility Roster and LAB-R History Report and Scores through ATS, in the first few days that school begins and we then determine which students are current ELL's and which are to be administered the LAB-R exam during the first 10 days of school in September, and Fall. We periodically review the list of new entrants to ensure that any incoming student is identified as well. Students who are enrolled at TU, meet with our guidance counselor for an incoming interview. Our guidance counselor and ELL testing coordinator meet to assess their evaluation. Our guidance counselor has met the standards set by NYS and our ELL testing coordinator has over 20 years of instructional experience in the field. In addition, the Home Language Identification Survey is given to parents at student orientation day and parents are interviewed after the orientation. Interviews conducted use an established rubric provided by the admission committee. Based on the responses given on the HLIS, the appropriate determination is made in terms of ELL eligibility, and ELL assessment for the student. We examine test scores from prior schools and adequately program the students based upon their level of mastery. Our guidance counselor, assistant principal, and programmer meet to discuss placement. Moreover, our teachers in the Arts and academics structure their classes to ensure maximum individual academic instruction within the dictates of meeting major

requirements. the foreign language teacher/ELL Testing Coordinator/FL Teacher is responsible for handling ELL testing and monitoring our ELL students. Students who are tested for ESL/LAB-R/NYSESLAT exams are given their exams in serene and private settings by the ESL testing coordinator.

Talent Unlimited High School began the year, in September 2012, with (1) eligible ELL student. This student is a 10th grader. Ms. Weinreb and Ms. Prager are our guidance counselor and ELL testing coordinator respectively. Ms. Weinreb is finishing up her first year at our school, while Mrs. Prager continues her over 20 year career as administrator/pedagogue. Mr. Orbe, our Assistant Principal and Mr. Joe Daniel, programmer, ensure that the school's programming meets the standards and requirements of NYCDOE and NYS.

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.
We have an ELL population that represents less than 1% of our total student population. At this time, instructional support is given through individualized tutoring/instruction, advisory. Talent Unlimited HS is listed in the high school directory as a screened program. In addition, our program offerings in ESL, Bilingual, and Dual Language programs are listed as well. Talent Unlimited High School does not have an ESL, Bilingual or Dual Language Program at this time. In addition, to parent communication through the NYCDOE website, we have our own website which lists the programs we offer as well. We welcome all students and made accommodations based upon the needs of all of our students. In consultation with our sister school, Manhattan International, we are able to accommodate the diverse needs of every New York City student and parent.
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 [\[see tool kit\]](#).)
After the NYSELAT/LAB-R eligibility roster/data and students' school record through guidance and ARIS are reviewed, we then determine which students are entitled for ELL assessment and evaluation. Entitlement letters are sent to parents the first week of school every September and our eligible and entitled ELL students who are newcomers are tested with the LAB-R within the first (10) days of school in September. Appropriate entitlement letters are sent home to parents. We refer to the ELL Parent Information Case and CR 154 tool kit form the NYCDOE to obtain the format of the ELL entitlement letters to parents. Ms. Lenore Sanchez, school aide, conducts parental outreach for entitlement letters that are not returned and follows up by contacting the students and parents, verifying home contact numbers and addresses and re-sends and verifies incoming documents. In addition, our parent coordinator, Ms. Cobran, contacts parents for parent surveys and other documents like entitlement letters. Our lead art teachers, programmer, guidance counselor and assistant principal ensure that program selection forms are completed and appropriately assigned.
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.
Currently, Talent Unlimited High School does not have an ESL/Bilingual/Dual Language program. Based upon the needs of our one ELL student, we have provided an individualized program that meets his needs and feel confident that he will attain mastery within the next school year. In consultation with Manhattan International, we have developed individualized programs for our students that continue to show improvement. The parents of our ELL's have received communication in their home language and individual counseling with our guidance counselor. We offer translation services as well.
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.
Procedures and Plans set forth by the NYCDOE and NYS for administering the NYSESLAT to all ELL students are followed and coordinated by the assistant principal and the ELL Coordinator of the school....If an ELL has an IEP or if other additional instructional support services are required for the ELL students, those needs are planned for ahead of time and then provided to the student during testing.
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. 
During orientation, parents and students meet with our guidance counselor and plan their individual program.

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])?

We currently serve only (1) ELL student at this time, who is in the tenth grade. He receives continuous support through his ELL 10th grade teacher, his major subjects, and additional English instruction in his major classes. This additional instruction is in English to supplement his ELL 10th grade teacher. To guide his transition to high school and through one on one instruction/tutoring, he continues to receive additional support from his guidance counselor and ELL coordinator. We monitor his progress reports and report cards as well.
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)?

At this time, Talent Unlimited High School does not have an ESL/Bilingual/Dual Language Program. Overall, our ELL student receives the required ELL instructional services through his English class 45 minutes per day and his two major subjects 90 minutes per day. In addition, he receives additional support during his other core subjects which in consultation with his subject area teacher, accumulates to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students.
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.

Currently, our (1) ELL student receives instruction in language development from our ELL Testing Coordinator/Foreign Language teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS standards and NYCDOE Differentiated instruction strategies and techniques. Our ELL student receives individual counseling with our guidance counselor as well.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We periodically review the RLER report assess students appropriately. Options to be evaluated in their native language is offered during orientation and individual counseling. Parents and students who chose to be evaluated in their native language are given additional support and receive mandated services. During our common planning time, we discuss student progress and review relevant data.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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).

Paste response to questions here:

Differentiated instruction is considered the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs. We also work with all of our students to assess their various learning styles. Teachers of all content areas administer a learning styles survey to all students. Once the learning style data is collected from the students, it is then evaluated by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2011-2012 and it continues as our goal /focus for this current school year, 2013-2014. We offer ELL instructional support through extended day tutoring, and Saturday school academy.

a) Our instructional plan for students with interrupted formal education follows the standards set by Manhattan International. In consultation with our sister school (which is housed in the Julia Richman Educational Complex) we can ensure that any SIFE students are assisted and that individual needs are addressed. First, it is important that we identify any SIFE student. With our orientation and individual consultation, we are able to determine the educational history of our students. Second, once identified, SIFE students are offered individual programs that will address their academic, emotional, and social needs. We believe SIFE students need additional support in a variety of areas. In addition to providing individual counseling, we assign a mentor from our staff for the SIFE student. During classroom instruction, students who are identified as SIFE are given additional support by our core curriculum teachers that include alternative assessments. For SIFE students, it is important that we hold them accountable to the highest standards while providing additional opportunities. If a SIFE student requires additional time to meet the standards for graduation, we offer them the same opportunities as our other students (Students in need of formal education) by offering them opportunities for credit accumulation and credit recovery, by having them complete summer school and Saturday School.

b) Students who have been in US schools for less than three years are given individual programs that adhere to their parents' choice. We offer mastery in major art classes in Music, Vocal, Musical Theatre, Drama and Dance. With our major program offering and English immersion program, we can ensure that minimum standards are provided while maximizing student achievement and success. Students who have been in US schools for less than three years are given additional mentors. While we usually may assign one teacher mentor, for students with less than three years in US school will be assigned two mentors; one teacher mentor and another administrative mentor. Talent Unlimited High School does not have an ELL /Bilingual/Dual Language Program at this time. ELL students who have been in US schools for less than three years receive the required ELL instructional services through his English class 45 minutes per day and their two major subjects 90 minutes per day. In addition, they receive additional support during their other core subjects which in consultation with their subject area teachers may accumulate to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students.

ELL students receive instruction in language development from our ELL Testing Coordinator/Foreign Language Teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS Standards and NYCDOE differentiated instruction strategies and techniques. Our ELL students receive individual counseling with our guidance counselor as well. Depending upon their skill level in other classes, we offer supplemental support after school and parental engagement activities as well.

c) Students who have been in US schools for four to six years are given individual programs that adhere to their parents' choices. We offer mastery in major art classes in Music, Vocal, Musical Theatre, Drama and Dance. With our major program offering and English immersion program, we can ensure that minimum standards are provided while maximizing student achievement and success. Students who have been in US Schools for four to six years are given an additional mentor. We assign one teacher mentor for students with four to six years in US schools. Talent Unlimited High School does not have an ELL/Bilingual/Dual Language Program at this time. ELL students who have been in the US schools for four to six years receive the required ELL instructional services through his English class 45 minutes per day and depending on their appropriate level of English acquisitions may receive two major subjects 90 minutes per day. In addition, ELL students receive additional support during their other core subjects which in consultation with their subject area teachers that may accumulate to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students. ELL students receive instruction in language development from our ELL testing Coordinator/Foreign Language teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS standards and NYCDOE differentiated instruction strategies and techniques. Our ELL students receive individual counseling with our

guidance counselor as well. Depending on their skill level in other classes, we offer supplemental support after school and parental engagement activities as well.

d) Students who are long-Term ELL's are given individual programs that adhere to their parents' choices. We offer mastery in major art classes in Music, Vocal, Musical Theatre, Drama and Dance. With our major program offering and English immersion program, we can ensure that minimum standards are provided while maximizing student achievement and success. Students who are Long-Term ELL's are given an additional mentor. We assign one teacher mentor for students with four to six years in US schools. Talent Unlimited High School does not have an ELL/Bilingual/Dual Language Program at this time. Students who are Long-Term ELL's receive the required ELL instructional services through his English class 45 minutes per day and depending upon

their appropriate level of English acquisitions may receive two major subjects 90 minutes per day. In addition, ELL students receive additional support during their other core subjects which in consultation with their subject area teacher may accumulate to 50 minutes per week. We work collaboratively with all teachers to meet the instructional needs of all our students. ELL students receive instruction in language development for our ELL Testing Coordinating/Foreign Language teacher, which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS standards and NYCDOE differentiated instruction strategies and techniques. Our ELL students receive individual counseling with our guidance counselor as well. Depending upon their skill level in other classes, we offer supplemental support after school and parental engagement activities as well.

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?

English immersion strategies are used throughout subjects and grade levels. Grade level meetings are held weekly and teachers align their curriculum to address the needs of ELL students. Common Vocabulary is one area of frequent alignment and discussion. As a staff, we feel that consistent use of terms will lead to better understanding of English and accelerate the use of words. ELL students are given additional support during after school activities. Appropriate grade level ESL materials are used and consultation and use of materials from English teachers are also used.

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?

Curricula, instructional, and scheduling flexibility is provided throughout our school. In order to assist ELL students with language acquisition and mastery, our teachers are empowered to provide additional instruction to ELL students during regular class. We believe identifying students needs will ensure higher academic achievement. At the same time, we do not label students who are ELL's. Differentiated instruction necessitates that we provide a broad lesson that addresses a variety of learning styles and adequately plans for individual student needs. Teacher may use a variety of assessments for our ELLs. Our staff works together by communicating the needs of each teacher during meetings. At times, ELL's may require additional classroom instruction in one subject area and another teacher will accommodate them. Our guidance counselor and testing coordinator assist the teachers as well. The instructional needs of our ELL students are reviewed and discussed in weekly grade level team meetings.

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:	N/A		
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

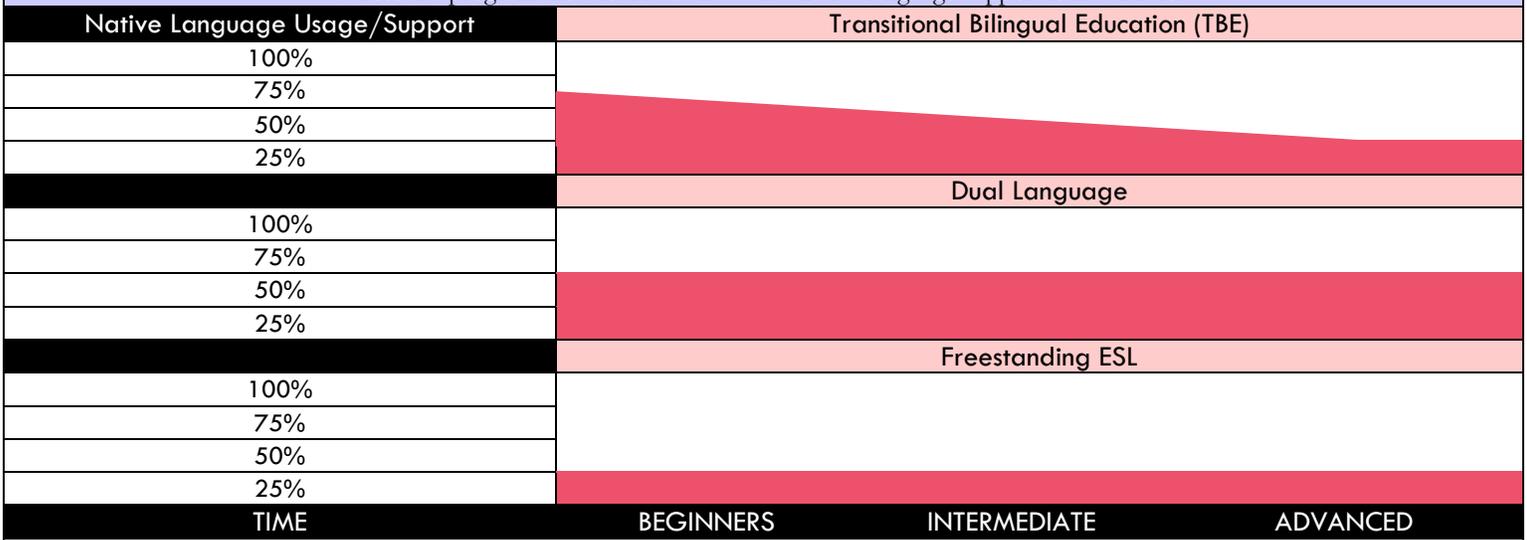
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Target intervention programs for ELL's in ELA, math, social studies, and science have been developed. Teachers in core subject areas are aware of our ELL students and use item identification to assess performance. In addition, during classroom discussion, ELL students are afforded additional opportunities to participate. We offer ELL students after school activities as well. The guidance counselor meets with ELL students periodically throughout the year and in consultation with the testing coordinator, ELL's are given verbal assistance as well. Teachers in core subject areas provide additional instructional materials that address a variety of learning styles and in the case of ELL's, these materials provide additional cultural contexts for individual understanding. Again, we currently do not have a large population of ELL students to have ESL Program in place; however our ELL students receive the appropriate and required hours of English Language instruction through other instructional support services, which includes a) Extended Day Tutoring, assigned on students' schedule and / or b) English Writing Workshop elective class, in addition to the required English classes to be taken. Our ELL students are assigned tutoring with all content area teachers on specified days after school, given the levels of proficiency and academic needs, and as per data that has been evaluated on ARIS and students' school record. The Foreign Language Teacher/ELL testing Coordinator, special education teacher and the guidance counselor meet with the principal as part of the pupil personnel team of the school to assess, examine and evaluate all of our students needs in terms of ELL, special education support as well as overall academic intervention.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- At this time, we have formed grade level teams to further examine all students in terms of credit accumulation, learning styles, academic intervention, emotional and academic support. We are also offering students opportunities for credit recovery, for our at risk students and those that are considered promotion-in-doubt. We constantly utilize data regularly on ARIS to assess students needs so that we can provided the appropriate academic intervention in a timely fashion.
12. What programs/services for ELLs will be discontinued and why?
- At this time, there are no programs that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students participate in all school events and classroom activities. Our Drama program holds several events per year and participation is school wide and several times, there are showcase opportunities for all students. Our Music program holds several events per year and participation is school wide and several times, there are showcase opportunities for all students grade level team meetings. Our Vocal program holds several events per year and participation is school wide and several times, there are showcase opportunities for all students grade level team meetings. Our Music Theatre program holds several events per year and participation is school wide and several times, there are showcase opportunities for all student grade level meetings. Our Dance program holds several events per year and participation is school wide and several times, there are show case opportunities for all students grade level team meetings. We also hold a Cabaret event that is based upon individual talent and judged by the students themselves. We provide additional outreach as well. Our ELL students as well as all of our students receive extended day tutoring, which is offered everyday after school across all content /subject areas. Our students are offered opportunities to participate in professional internships in the Arts, school newspaper, PSAL sports and can take college level courses at Hunter College.
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 computer lab is open periods 1 to 9 to all students. We use supplement materials on dvd, internet, cd, etc... ELL's have access to the vast array of supplemental visual and tactile materials in US History, Global, Living Environment, Chemistryj, Physical Education, English, Algebra, Geometryjj, Trig, and other classes. Our students receive instruction across various content areas through the use of the SMART Board, and lap-top computers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have a very diverse staff. ELL's have the opportunity of interacting with staff members who speak the same home language of

our ELL's. We have added an elective film course that past two years that looks to raise awareness of multi-culturalism and an appreciation for other cultures. Native language support is given to ELL's by the Foreign Language Teacher at this time. Once again, Talent Unlimited High School does not have an ELL Program that is classified as TBE, Dual Language or ESL, due to the very small ELL population, which is less than 1% of the entire student population.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELL support is grade-level and age - level appropriate. Staff members meet in grade level meeting and consider the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs especially ELL's. They work with our students to assess their various learning styles. Teachers of all content areas administer a learning styles survey to all students. Once the learning styles data is collected from the students, it is then assessed by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2012-2013 and it continues as our goal/ focus for tis current school year, 2013-2014. We offer ELL instruction support through extended day tutoring, and Saturday school academy.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Newly enrolled ELL students are assigned to an advisory class that meets each month to provide the following:
 - 1) Transitional support into a new school
 - 2) emotional / scholastic support
 - 3) life skills
 - 4) Academic Intervention and support
 - 5) Support with special needs
18. What language electives are offered to ELLs?
The only language offered at Talent Unlimited High School is Spanish, which is required for graduation. There are no other language electives offered at this time.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time, Talent Unlimited High School does not have a Dual Language, TBE or Bilingual Program. But, as mentioned, support services and required instructional support are given to our ELL students through other educational approaches at out school

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.

At the present time, our school provides assistant principal, guidance counselor, therapists, secretaries, parent coordinator, and all of our teachers, across all content areas with a common planning time/common professional period during the school day for professional development. The following professional development topics are being implemented at our school for our staff members.

1) Common planning time for Curricula Development and Differentiated Instruction - This time is used by teachers to assess and evaluate curricula so that lessons and units of instruction address the diverse learning styles of our students. Various models and best practices for differentiated instruction are shared by teachers within each department while following the workshop model of instruction.

2) Grade Level Teams - During the common professional planning time, teachers will meet once a week to examine, assess and evaluate curricula so that lessons and units of instruction address the diverse learning styles of our students. Various models and best practices for differentiated instruction are shared by teachers within each department while following the workshop model of instruction.

3) ELL training is provided throughout the year. Our ELL coordinator and guidance counselor attend mandated training. Technology training - ARIS Teacher Link. Our assistant principal, guidance counselor, therapists, secretaries, parent coordinator, and teachers have received training and will receive continued training throughout this school year on exploring ARIS to examine data in order to better assess students' needs and learning. Our teachers are using ARIS as a data resource to further address and assess students' needs, goals and academic intervention, in order to develop lessons and provide the level of instruction that is tailored to meet our students' various learning styles.

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?

Translation is provided with school letters and parental meetings. We have available for translation services during parent teacher and other meetings. Parental involvement is met through various means at our school. Parents receive regular support and school information through our parent coordinator. Furthermore, all of our students' parents are invited by the PTA to actively attend regular meetings, every third Thursday of the month and to participate in various fundraisers in support of the Arts and our school overall.

We have our sister school, Manhattan International as a community partner. They assist us with parent outreach as well.

Furthermore, parents are invited to become active partners in their child's educational needs and support by having their own e-mail account through Echalk, so that they can access their child's grades and correspond with each of their child's teacher by email. Moreover, all of our parents are invited several times throughout the year to attend various school performances to support their children. We offer translation and interpretation services to all of our parents, who speak another language other than English. Our parents have also been provided with registration and training to use the ARIS Parent Link, so that they constantly informed about their child's progress and attendance.

Our parent coordinator interviews our ELL parents and assesses their needs as soon. We assess the needs of all of our students' parents by examining the data and information given by parents on the Parent Survey, as well as through questionnaires that parents of our incoming students each year at our Parent Orientation meetings.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02** School Name: **Talent Unlimited High School**

Cluster: _____ Network: **106**

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

Part A: Needs Assessment Findings

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

Talent Unlimited High School can utilize staff and free written translation services available from the Translation and Interpretation Unit to make sure that important documents are translated into the languages represented in our school community.

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.

Talent Unlimited High School uses the information from the Home Language Survey to assess the written and oral interpretation needs of parents in our school community. Presently, there are some parents who need translation services. These services have been provided primarily from our support staff in the main office. Members of this staff willingly provide translation services over the phone to assist parents in their concerns. These services are supervised by our Assistant Principal who is a native Spanish speaker.

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.

At the beginning of the school year various forms are sent home to the parents/guardians in different languages. Some of these notices were translated by the Department of Education Translation Services Unit and some were translated by members of our support staff who were supervised by our Assistant Principal.

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.

Talent Unlimited will utilize our support staff and Assistant Principal who will meet the needs of the parents/guardians at various meetings such as the Parent Teacher Conferences.

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

All parents receive the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services in their languages. They also receive the Department of Education Discipline Codes in their language. Also, our school has posted, in a conspicuous location or near the primary entrance, translated signs or posters in the appropriate covered languages indicating the availability of language services.