

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: HIGH SCHOOL FOR ENERGY AND TECHNOLOGY

DBN (i.e. 01M001): 10X565

Principal: IGNAZIO ACCARDI

Principal Email: IACCARD@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

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
Ignazio Accardi	*Principal or Designee	
Alrick Crowe	*UFT Chapter Leader or Designee	
Marcus Fisher	*PA/PTA President or Designated Co-President	
Wilma Velasquez	DC 37 Representative, if applicable	
Jerilys Perez Jason Fermin	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	
Laurice Blake	Member/ SLT Chairperson/CSA Member	
Patrick Joseph	Member/ Teacher/UFT Member	
Dircia Reyes	Member/ Parent/SLT Secretary	
Maria Donastrong	Member/ Parent	
Yvonne Gonzalez	Member/ Parent	
Jesus Lantiqua	Member/ Parent	
	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 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- 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)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

As a growing school in its third year we are continuing to build Common Core aligned curriculum. By June 2015, High School for Energy and Technology staff will have produced/designed units for ELA, Math, Science and Social Studies Courses in the 11 and upcoming 12th Grade aligned to Common Core State Standards according to the Citywide Instructional Expectations for 2014-15 that culminate in Common Core aligned performance assessments.

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 production, design, and delivery of common core aligned units for courses in the 11th and 12th Grade in Math, Science, ELA, and Social Studies is needed to further align with Citywide Wide Instructional Expectation for 2014-2015.

Instructional Strategies/Activities

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

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

1. Professional Development with teachers on the implementation of Common Core in lesson planning and delivery of instruction.
2. Creation, distribution, and Professional Development on HSET Lesson Planning Protocols which includes alignment to Common Core.
3. Lead Partner Coaching from Institute for Student Achievement (ISA) for teachers once per week through SIG Grant.
4. Use of Data – Teacher survey matrix & reflection, Student self-evaluation/Goals for success, Action Plans, Scholarship data, Assessment data.

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

1. Principal, Assistant Principal, ISA Coach, and all subject teachers (collect, submit, and post units).
2. Principal, Assistant Principal, ISA Coach, and all subject teachers (collect, submit, and post units).
3. Principal, Assistant Principal, ISA Coach.

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

1. School-wide goal. All staff will teach all units aligned to common core. One unit will be collected in the opening month of each term from each teacher in each academic area to evaluate progress. Principal will provide feedback on all units submitted.
2. School-wide goal. All staff. Sample units per term will be collected from each teacher or posted on HSET online Drive in each academic area to measure progress. Feedback will be provided by ISA Coach.
3. School-wide goal. All staff. Assistant Principal will meet with teachers regularly to facilitate planning for aligning units of study to the Common Core. Coach's action plan, partner evaluation plan and two visits per year from NYC DOE reviewers to determine effectiveness in meeting at Quality Review indicators 1.1 and 1.2

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

1. September 2014 through June 2015 (once per week).
2. September 2014 through June 2015 (once per week).
3. September 2014 through June 2015 (once per week).

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

1. All teachers at HSET teach multiple sections of same course to allow for more focused planning and co-planning with colleagues.
2. Teacher day is programmed to allow for PD, team meetings, and co-planning activities.
3. Teacher day is programmed to allow for Assistant Principal to meet with each academic discipline teams at various parts of the day on a weekly basis.

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).

HSET will host a Family Curriculum Night in which parents will be introduced and exposed to common core aligned work that their students will be working on throughout the year. Family college night will be planned for Juniors and their families. Muster parent support and engagement in the SLT, Utilize social media to increase parent contact and communication, host various workshops, complete parent interest surveys, continue to support Parent Association and Parent Coordinator.

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 100% of teachers will demonstrate progress in pedagogy, specifically at least one HSET Habit of Mind, as measured by student growth in using the HSET Habits of Mind tracked by analysis of student work and performance tasks.

Comprehensive Needs Assessment

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.

Continue to build on the foundation during Year 1 and 2 a set of HSET Habits of Mind that are based on the research of Dr. David Conley that will provide students four core principles to strive and reflect on as they move through all academic disciplines.

Instructional Strategies/Activities

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

- Professional Development to continue growth and use of the HSET Habits of Mind.
- Lead Partner Coaching from Institute for Student Achievement (ISA) for teachers once per week through SIG Grant.
- Supervisory observation for the incorporation of Habits of Mind conducted by Principal and Assistant Principals within the guidelines of Teacher Evaluation System –*Advance*.

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

- Principal, Assistant Principals, ISA Coach, and all subject teachers.
- Teaching staff organized in subject area team and ISA Coach
- Principal, Assistant Principal

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

- School-wide goal. All staff. Sample planning units and lesson plans per term will be collected from each teacher or posted on HSET online Drive in each academic area to evaluate progress.
- School-wide goal. All staff. ISA Coach will meet with administration as well as all staff once per week to facilitate using HSET Planning Protocols and HSET Habits of Mind. Coach's action plan, partner evaluation plan and two visits per year from NYC DOE reviewers to determine effectiveness in meeting at Quality Review indicators 1.1 and 1.2.
- Administration Team. Research-based Framework observations will be entered into Advance. Administration progress on observations and feedback is monitored by for the incorporation of Habits of Mind.

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

- September 2014 through June 2015 once per term.
- September 2014 through June 2015 twice per month.
- September 2014 through June 2015 on-going basis, during 6 observation cycles.

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

- Teacher day is programmed to allow for PD, team meetings, and co-planning activities.
- Teacher day is programmed to allow for ISA Coach to meet with each academic discipline teams at various parts of the day on a weekly basis
- Supervisory observation schedules are made equitably to allow time and focus for each observation conducted.

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).

HSET will host a Family Curriculum Night in which parent's will be introduced and exposed to tasks that are aligned to the HSET Habits of Mind that their students will be working on throughout the year. Family college night will be planned for Juniors and their families. Muster parent support and engagement in the SLT, Utilize social media to increase parent contact and communication, host various workshops, complete parent interest surveys, continue to support Parent Association and Parent Coordinator.

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To create structures and procedures that will allow the High School for Energy and Technology to submit a successful application for New York State CTE program approval in HVAC. By June 2015, The High School for Energy and Technology (HSET) will achieve at 100 % of the criteria laid out by New York State to achieve CTE program approval.

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.

Criteria listed to start NYS approval process:

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

Instructional Strategies/Activities

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

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

2. Form a school-based self-study team to establish program approval goals, objectives, calendar of events/meetings, assign individual tasks/roles.
3. Establish post-secondary and industry partners with set goals for level of participation and commitment.
4. Development of work-based learning program to expose students to mentoring and various facets of careers in HVAC and sustainability.

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

1. Assistant Principal and CTE Staff
2. Assistant Principal and CTE Staff
3. Assistant Principal and CTE Staff

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

1. Staff participation and summary report on findings of self-study team to gauge the integration of HVAC and CTE instruction into all subjects and across the school.
2. Identification and implementation of at least 2 partnerships to work with students in both 10th and 11th Grade. The target is to have weekly interactions with both grade levels.
3. Establishment of program to involvement mentorship, work-based learning speakers, trips, and site visits. Specifically, to have 10th Grade students partake in off-site mentorship programs, and at least 2 guest speakers on each grade level, and 2 trips per grade level.

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

1. September 2014 through January 2015 for analysis of findings
2. September 2014 through June 2015 (includes 2 advisory board meetings and HVAC Workshop for partners, parents and guests in Feb 2014).
3. September 2014 through June 2015 (during Fall 2014 mentorship partners will be identified, By June 2015 2 Skills USA trips, 2 trips and 2 guest speakers per grade level)

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

1. Teacher day is programmed to allow for PD, team meetings, and co-planning activities.
2. Arrangement of HVAC class schedules to allow for seamless partnership with organizations delivering CTE experience to our students.
3. Structuring of student day and schedule to allow for mentorship meeting and work-based learning activities.

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).

HSET will host a Family Curriculum Night in which parents will be informed of the progress toward certification of our CTE program in HVAC. Family college night will be planned for Juniors and their families. Muster parent support and engagement in the SLT, Utilize social media to increase parent contact and communication, host various workshops, complete parent interest surveys, continue to support Parent Association and Parent Coordinator.

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2. 1.

3.

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

1.

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

1. .

2.

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

1.

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Mastery Learning • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted • Peer tutoring • Lunch & Learns 	Extended Day Wed – Thurs 2:45 pm - 4:45 pm
Mathematics	<ul style="list-style-type: none"> • Mastery Learning • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted 	Extended Day Mon – Thurs 2:45 pm - 4:45 pm
Science	<ul style="list-style-type: none"> • Mastery Learning • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted 	Extended Day Mon – Thurs 2:45 pm - 4:45 pm
Social Studies	<ul style="list-style-type: none"> • Mastery Learning • Wizard Program 	<ul style="list-style-type: none"> • Small Group Instruction • One-one-One Tutoring • Computer Assisted 	Extended Day Mon – Thurs 2:45 pm - 4:45 pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small Group and Individual Counseling Services	<ul style="list-style-type: none"> • Small Group Sessions • One-on-One Sessions 	During the school day on a rotating schedule in counseling suite.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
HSET uses a variety of methods to acquire, retain and support highly qualified teachers: As a new school our recruitment focused on three areas: Recruitment of experienced teachers to serve on the school's planning team and subsequently full-time staff, qualified teachers from the phase-out school in the building, and new teachers via programs like New Teacher Finder, Teaching Fellows, Math for America, etc.
HSET believes in nurturing teachers by providing frequent and consistent supervisory support. Coach one day a week provided by our partner, the Institute for Student Achievement, and various opportunities to assume leadership roles in department teams, curriculum writing, and social emotion support of students.
HSET believes in providing our staff with external professional development aligned to citywide expectations.

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).
RATIONALE: To improve teacher pedagogy by developing teacher talent that will in turn improve student achievement and college and career readiness. Teacher practice will be developed and evaluated using a research-based teaching framework.
GOALS: <ol style="list-style-type: none"> 1. Pursuant the HSET instructional focus of supporting arguments with evidence in writing and speaking, all High School for Energy and Technology staff will have produced/designed units aligned to Common Core State Standards according to the Citywide Instructional Expectations for 2014-15. These units will culminate in Common Core aligned performance assessments and include writing that supports argument with evidence. 2. By June 2015, 100% of teachers will demonstrate progress in pedagogy in integrating all HSET Habits of Mind (common instructional framework), measured by analysis of student work. 3. To create systems to regularly and collaboratively look for evidence of growth and gaps in student work and teacher practice in order to make adjustments.
OBJECTIVES: Professional development sessions led by Principal and Assistant Principals in 2014-2015 will include, but are not limited to: <ul style="list-style-type: none"> • Common Core alignment and integration in Math • Supporting arguments with evidence in Math • Common Core alignment and integration in English • Supporting arguments with evidence in English • Common Core alignment and integration in Science • Supporting arguments with evidence in Science • Common Core alignment and integration in Social Studies

- Supporting arguments with evidence in Social Studies
- Common Core alignment and integration in HVAC
- Supporting arguments with evidence in HVAC
- Weekly sessions on examination of student work
- Over span of academic year 2014-2015 sessions with practical application and strategies across all 4 Danielson Framework Domains and 8 critical components.
- Intensive support around Domain 2 and Domain 3
- MOSL, MOTP, and Advance

Professional development sessions facilitated by teacher teams will include:

- 2 days a week Grade Level Support Team Meetings
- 3 days a week Instructional Team Meetings in Core Subjects
- 1 day a week Special Education Teachers Meeting

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 *the intent and purpose* programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Federal, State, and local funds are coordinated and integrated to serve students by providing a comprehensive extended school day and extended school year program that involves academic, social/emotional, remediation, resource/necessity and enrichment support.

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.).

N/A

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.

All assessment measures at HSET took place in a transparent and inclusive manner. All staff members were involved in the selection of school and city-wide assessments for students.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

- Creating a welcoming environment for parents and students;
 - holding an annual Title I Parent Curriculum Conference;
 - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
-

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

. SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$232,264.89	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,206,784.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 10	Borough Bronx	School Number 565
School Name High School for Energy and Technology		

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

Principal Ignazio Accardi	Assistant Principal James Barbieri
Coach Terry Born, ISA	Coach
ESL Teacher Jill Katz	Guidance Counselor Janelle Barragan
Teacher/Subject Area Concepcion Alvarez/ ELA	Parent
Teacher/Subject Area Brian Guilford/ELA	Parent Coordinator Ana Hernandez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Cindy 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.	1	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	0	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)	213	Total number of ELLs	22	ELLs as share of total student population (%)	10.33%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										4	4			8
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	4	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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	6	2	0	7	2	3	9	0	8	22

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	6	2	0	7	2	3	9	0	8	22
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): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	6			21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	15	7	0	0	22								

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)										2				2
Intermediate(I)										4	3			7
Advanced (A)										8	4			12
Total	0	14	7	0	0	21								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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	7	0		
Integrated Algebra	15	15		
Geometry	7	7		
Algebra 2/Trigonometry	0	0		
Math _____	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	7	7		
Living Environment	15	15		
Physics	0	0		
Global History and	7	7		
Geography	0	0		
US History and	0	0		
Foreign Language	0	0		
Government	0	0		
Other _____	0	0		
Other _____	0	0		
NYSAA ELA	1	1		
NYSAA Mathematics	1	1		
NYSAA Social Studies	0	0		
NYSAA Science	1	1		

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We are in our second year as a new high school. Our students have come to us after several years in an ELL program. We use data provided by ATS to determine placement in ESL and non-ESL classes. The students are given given base line assessments to determine reading levels, comprehension and writing ability. We also follow the mandates of their IEPs. The insights are indicative of lower

literacy skills for ELLs. The data has caused to create an ELL block in academic classes with utilizing and incorporating the ELL push in model.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In total we have 21 ESL students in our school. According to the NYSESLAT we have. We have 12 advanced students, 7 intermediate and 2 beginners. According to the data we need to strengthen speaking, reading and writing with ELL students. There are 8 of the total students who are both ELL and SPED. We did not administer the LAB-R since we are a newer school and/or did not have new admits requiring them.
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](#))

Instructional decisions are affected by the NYSESLAT modalities as follows:

Class instruction must support the listening component of the NYSESLAT as well as NYS ELA regents. Students will practice more listening passages and answering comprehension questions based on the heard material. This will be also supported by appropriate note taking and other literacy skills. Staff members involved in the process include the ESL teacher, Ms. Katz and the Principal, Mr. Accardi. The AP Administration is also included.

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. All students tested below standards on their NYS ELA 8th grade assessment. Our students do not take tests in their native language. However students are offered those native language tests but have chosen not to take them. ELL students that have taken assessments in English have scored average or below average. Specific staff members involved in the process are Ms. Katz, ELL teacher, Mr. Barbieri, APO and Mr. Accardi, Principal.

b. The assessment data used from ELA writing during instructional time both during the day and after school is used to plan, and to differentiate instruction. Support team meetings are held each day where ELLs are included in the needs assessment. Intervention strategies are discussed and adjustments made. Staff members include the whole staff and administration.

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

5. 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](#).)

This is N/A because we are a high school.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Every student is given a reading in their native language when necessary. Each classroom is equipped with dictionaries in the native language as well. All Content teachers make adjustments to reflect the needs of ELL students. Information is shared and discussed with the ELL teacher to incorporate instructional strategies that meet the needs of ELL students. The LAB-R report (RLAT_ is used as a data base for these conferences.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have a dual language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELLs will be evaluated based on the number of students testing out of ESL, passing NYS Regents and graduating high school with their cohort. In our second year, we utilize previous ELL students assessment set from the NYSESLAT and NYS Regents to evaluate our students needs for successful performance on the NYSESLAT and Regents exams. The relevancy of our data shows that ELL students that a significant number of our students tested out of ELL while a number of others moved up from intermediate to advanced. In Mathematics, approximately 85% of our ELLs passed the Algebra I exam and approximately 50% passed the Living Environment Regents including students with special services and disabilities.

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](#).)
We always interview our students and their families informally and orally, asking questions about the students past educational history, how they chose our school, etc. Based on that informal interview we then begin the formal interview process. The first step in identifying those students who may be possible ELLs is to give the Home Language Survey to the student's parents in order to determine the first language. If it is a low incidence language, we will contact the Office of Translation and Interpretation Services. They can translate required forms, or send someone to the site to interpret or we can use the interpretation services over the phone. The interview will be conducted in English and/or in the parent's native language, if the home language is other than English. This interview will be conducted by a trained and licensed pedagogue, who is a member of the school's ELL Team. The ELL team consists of the ESL teacher, the Assistant Principal, the Special Education Teacher, the Attendance Teacher, and the Principal. English is spoken by all. Ms. Barragan, our school guidance counselor speaks Spanish as well. Both the parent and the child will be interviewed. Based on the parent's responses [HLIS] and the interview, the language code will be determined. If the home language is other than English, the student (who is a first entrant to NYC) is eligible to take the LAB-R. If the student does not score proficient on the LAB-R, he/she will receive ELL services. If the home language of the student is Spanish and he doesn't score proficient he will also receive the Spanish LAB. A trained ESL teacher, Ms. Jill Katz, and/or the Assistant Principal, Mr. James Barbieri, will conduct the initial screening, the administration of the HLIS, the LAB-R (if necessary), and the formal assessment. This intake process is all available on the same day, on the day when the parent and child first come into the building. This will be completed within 10 school days. Licensed and appropriate staff is always available for this intake process. Every year students who are entitled will be given the NYSESLAT in the spring until they achieve English language proficiency.
2. 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 currently have 100% integrated push-in ESL program. In September, parental outreach is conducted by the ESL teacher/coordinator through letters, calls and interview/conferencing. Beginning in the Fall semester the ESL teacher meets with parents to discuss the proper placement of students into ESL programs and ascertaining based on previous NYSESLAT Data. First step is to send a letter out indicating that we are a free standing ESL school and that they have the option to look at another school option offering a TBE program or dual language program. A parent then decides whether our program best fits the needs of the student. We currently do not offer three ELL programs which is indicated to parents in September. The ESL Team consists of Ms. Katz, ESL instruction, Mr. Barbieri, AP, Mr. Accardi, Principal, Janelle Barragan, Guidance Counselor and Ana Hernandez, Parent Coordinator.
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 [\[see tool kit\]](#).)
Our ELL teacher Ms. Katz sends DOE entitlement letters home to students and parent survey forms and uses the CR part 154 which places students in a transitional bilingual program in the event that they do not return the forms. Parent surveys are completed at the time of orientation and then a copy is placed in the students cumulative folders. Each fall entitlement letters are sent to students homes. Signed letters are returned placed into student files and updated as needed.
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.
Based on previous NYSESLAT data, students are programmed accordingly. In the fall of the next school year outreach to parents is made to verify the level of placement. The process includes letters sent to ELL homes to indicate the programs available both at the

school and the three ELL programs offered by NYC as a whole. The next step is consultations with parents and communication activities in the native language where applicable to give parents information to give assistance to parents regarding the ELL placement process. Records are maintained in student cumulative folders. Once letters are received back to the school the parents choices are updated on the ELPC screen in ATS. In the next school year, letters will be redistributed and parents will once again be given the option of choice for placement of their child. Letters are sent home in both English and the native language as part of fulfillment of translation services requirement.

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.

The report used to determine eligibility is the RLAT off of ATS. A calendar is created by Ms. Katz, Mr. Barbieri APO and Mr. Accardi, Principal for the administration of the NYSESLAT exam. Once eligibility is established, non ELL teachers including Ms Messer, Ms. Winter, Ms. Alvarez and Mr. Guilford along with Ms. Katz administer the speaking portion of the NYSESLAT exam and conduct grading for each. Students are administered the listening, reading and writing portions in a secluded location given the time needed to complete the exam. The writing portion is graded by non ELL Teachers as well.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

From the past two years, trends have shown us that parents have opted to keep their children in the current free standing ELL program. In the event a parent chooses one of the other two, Ms. Katz along with our guidance counselor Ms. Barragan will contact the network to assist the parent in working toward a transfer to another facility. We are currently in our second year of existence. The students who have entered through the enrollment process have all been established ESL students which holds true for this year as well. Parent feedback has been a positive and supportive trend regarding the current push in model which indicates favorable parent choice for this model. Using the current parent survey, we are again giving parents the option of requesting services and alternative options to best suit the needs of their children.

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 use the Push-In and on an immediate needs only basis an occasional Pull-Out as and a Collaborative model. Instruction is provided by a licensed ESL pedagogue in both models. On-line learning is blended with face-to-face instruction. The ESL teacher uses not only the Push-In model, with students by supporting their work reading comprehension passages when necessary, but when necessary will on occasion use the Pull-Out model if more direct and immediate support is required.
 - b. We are in our second year and have 9th and 10th grade students. They are homogeneously grouped and are block programmed. The block programming benefits students to keep them together with the ELL teacher, Ms. Katz. Teachers know the specific needs of our students and can group them within the class and differentiate assignments. The ESL teacher knows what their proficiency levels are and groups them within the class when working with them. With those that are more advanced, she uses the Push-In model; for the students who are intermediate or below she uses the Pull-Out model to address their needs.
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)?

a. ESL and ELA instructional minutes are delivered in the following manner; there are 275 minutes of ELA instruction per week and 825 minutes per week of ESL instruction in our push in model. In accordance with CR Part 154, beginners receive 540 minutes per week from Ms. Katz, ELL teachers. Intermediate students receive 360 ELL minutes and our advanced ELL students receive 180 ELL minutes and 180 ELA minutes. Our classes are collaborative model and is co-taught by the licensed ESL teacher and subject area teacher. The second period of instruction is also the collaborative model, and again the same ESL teacher, Ms. Katz co-teaches with another teacher. This class is used to support content area instruction. Ms. Katz pushes into the four core subjects each day to co teach and assist ELLs in literacy skills acquisition. Students use technology to support English language acquisition with such supplementary programs as Brain Pop and on-line programs to support content area instruction.
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.

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

If the student is a first entrant to NYC they are eligible to take the LAB-R. If the home language is Spanish he/she will also take the Spanish LAB. For students who are literate in their native language, they can take NYS Regents Examinations in their native language and those exams can be graded by teachers proficient in those languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We address the four modalities of speaking, listening, reading and writing. Students are encouraged to speak and read aloud during instructional time within disciplines. Students are evaluated on a daily basis and intervention such as pullouts for additional

support are given by the ELL teacher, Ms. Katz. Practice reading inventory assessments are conducted at the beginning of the year to assess student reading levels. Practice reading comprehension packets are used throughout the school year on a monthly basis to assess student reading abilities and prepare for the NYSESLAT exam. Listening skills are reinforced throughout the year to mimic that found both on the ELA and NYSESLAT exams. Student writing samples across disciplines are examined for appropriate grammar and writing styles which are conducted on a weekly basis or more as needed. ELL teacher, Ms. Katz, works with individual ELL students to target specific skill acquisition for particular needs that have to be met.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students come with missed years of official school instruction. As a result, they are often illiterate in their home language as well as in English. These students must learn English, pass their classes and pass the NYS regents' exams. In order to address their academic needs we will offer them tutoring, online programs for credit recovery, reading programs for literacy, and counseling. They are older and need more social and emotional interventions to keep them in school in order to graduate high school. In addition our SIFE students will be provided with the appropriate testing modifications for ELL students.

b. ELL students that have been in the US for less than three years must pass the NYS ELA regents' exams as well as the NYSESLAT assessment. They will need accelerated instruction, more tutorials, and before, after, and Saturday tutoring. They will also use online programs with teacher support, such as Achieve 3000 and Reading Horizons.

c. ELL students that have been receiving services for 4-6 years are at risk of becoming long term ELLs. They might be bored in ESL classes. To avoid that, they should be given more electives focusing on the literacy as well as content, interest and appropriate reading levels. That can be accomplished by offering electives such as Computer Literacy and Career Exploration which are language intensive with hands-on approach.

d. Long Term ELL students with more than six year of service are more likely to drop out of high school according to national statistics. Therefore, in addition to increased support for language acquisition and credit accumulation, they should also be engaged in goal setting and post secondary planning.

e. Former ELLs are offered extended time for all their formative and summative assessments. Students are entitled to a different location.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our instructional strategies and grade level materials for ELL-SWDs follows the recommendations of the individual student's IEP. These can include speech and hearing therapy as well as counseling services for the required times and group size as mandated. In addition all testing modifications will be followed including additional time, separate location, a reader and/or writer as well as extended time and the use of a dictionary and/or glossary. Specific IEP recommendations related to English language supports and targeted skills will be followed. All of our ELL students who have been identified as special needs students are all in integrated collaborative team teaching classes (ICT) with a special education teacher and the licensed content area teacher. The teachers plan lessons that are scaffolded, allow for differentiated instruction and build time into the lesson to allow for small group and individual student supports. There will be tutoring to support students who need more time on task, preparation for passing the NYSESLAT exam. The focus of both instruction and tutoring is to prepare and tutor students to pass NYS Regents Exams. We also will use technology as a tool to support differentiated instruction and individualized learning goals.

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?

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. All of these students are in ICT classes which have two teachers, the content area specialist and the special education teacher who accommodates the students needs and his/her learning style. Because we have technology, laptops and on-line programs such as Brainpop ESL are used to differentiate according to each student's language acquisition needs. Our AP works closely with the ESL teacher to determine how ESL instruction can support content area needs as well as individual needs. Tutoring sessions are available for students that can be used for any additional pull out or push in services such as speech, hearing, counseling, credit recovery and on-line foreign language, Brainpop ESL, and extended time to complete tests, essays, reports and lab reports.

Courses Taught in Languages Other than English 

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

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

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

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

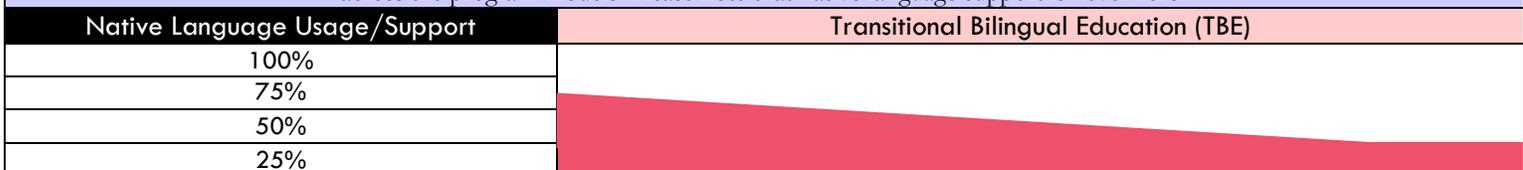
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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.

We support our ELL students by offering them Achieve 3000 additional instructional help, counseling and speech services. The ESL teacher does push in and pull out depending on the needs of the individual students in the content area classes. The school has an ICT program for special education students and there are two teachers certified in special education, covering mathematics, ELA, Science, CTE and social studies. The special education ELLs are in one or more ICT classes, where there is the special education teacher to provide extra help and to scaffold lessons. ELLs are encourage and in some cases mandated to attend extended day and after school tutoring and mastery learning experiences. ELL teacher, Ms. Katz, pushes into ELA, math, social studies and science. Ms. Katz necessary adjustments such as scaffolding to test classwork for students that may require additional intervention including pullout of students to different location and small group instruction as well. As the need arises, our bi-lingual para, Mr. Ortega will explain to specific ELL students lesson assignments and tasks in the native language.

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

The ELL Teacher is a pushin for all academic subjects. Content is differentiated to fit the needs of emerging language learners including document based readings, vocabulary inclusion and review and utilization of subject specific glossaries in the native language.

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

Since we are only in the beginning of our second year, we have fewer results upon which to base any modifications of current practice. We had three students who tested out of ESL and all the others went up one level. We found that they had difficulty in the reading and grammatical portion of the NYSESLAT exam and will focus on those areas. Mandatory after school tutoring is currently being established to additional academic intervention for our ELL students.

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

In our second year of existence, there isn't any program that we would drop.

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

Our ELLs are also involved in the Theater Arts & Speech classes, Heating Ventilation and Air Conditioning (HVAC), Advisory and Physical Education classes where the subject is less language dependent but support language use and development. These classes help ELL students of all levels develop their talents by offering alternative learning experiences. In addition, we intend to offer a wide variety of clubs that are open to all students such as partnership with Opening Act and Skills USA. Opportunity for involvement in our co and extra-curricular activities are open to ALL students including ELL's. Many of our ELLs play in athletic sports teams and encouraged to participate in all activities the school offers. Opening Act is funded through a Campus grant while all other afterschool and Saturday activities are funded through a SIG grant and FSF. The goal and rationale of the programs is to provide both enrichment and necessary tutoring intervention especially for our ELLs.

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

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

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support comes from staff members who speak the language, a buddy system, translations, translated materials, dictionaries, glossaries and on-line translation programs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Yes, the required support and resources correspond to the ages and grade levels of our ELLs. Our ELLs are 9th and 10th graders and the majority of them are age appropriate for the grade level. All materials used are age and grade appropriate. Our ELLs are all in regents level content area classes. The ESL classes support English language acquisition at the level required to prepare for and pass the NYSESLAT exam and NYS Regents Exams.
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.
The school offers an information session in June, and an orientation in the last week of August to ensure a smooth transition into a new school year. In each of these event, we plan to have in informational session for all our ELL students. We intend to show the ESL video that is part of the LAP tool Kit. Activities include a get to know you game with teachers and ELL students/parents as part of the informational sessions. Present at these events are the Principal, the Assistant Principal, the Attendance Teacher, Solar One our Community Coordinator, and the teaching staff (including the ESL teacher). We have an active parent population and the parental involvement will be ongoing, with special encouragement for the parents to attend school events such as Parent Association meetings, College Night, etc. We plan to survey ELL parents to see what their needs are, and to have an ELL parent on our PTA, if possible. We plan to partner with community organizations and our Attendance Teacher/Family Relations coordinator, Maria Maldonado, will be actively involved in these outreach efforts.
18. What language electives are offered to ELLs?
In our second year, we do not currently offer language electives. We are looking at Power Speak which is an on-line language course giving students the opportunity to pick a language of their choice. We will be sensitive to student interests and ethnicities and try to offer a wider variety of languages. In year three of our school building phase we will integrate a foreign language elective component into our curriculum. At this point we are considering Spanish and/or French as the targeted language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. We are committed to serving all the needs of the ELLs and will do so by making all faculty aware of their needs, by drawing on the expertise of our Network CFN 106, and the NYCDOE. ESL Teacher has attended in QTEL PD Program with CFN 106 during the 2012-2013 school year. The PD is ongoing among staff members because they are all teachers of ELL students, not just the ESL teacher. ISA provides ELL PD on Mondays, 2013-2014 school year, to look at ELL data and align instruction to the common core. PD will be provided by Network personnel such as ELL training in October 2013, our ESL teacher and through the DOE. As ELLs transition from level to level they still need to be supported to meet requirements for graduation and teachers need to learn focused ESL strategies, not just from staff and network members but also in collaboration with and administrator and outside consultants such as Opening Act, Wizard Online, and Mastery Learning. Our goal is to have our ELL students graduate with their cohort, within four years, and have a strong post secondary plan in place after they graduate.

2. The ELL Teacher Ms. Katz attends PD sessions given by our CFN 106 including QTEL and other ELL appropriate training seminars offered geared toward the Common core. The PD sessions helps differentiate geared towards ELL students and aligns with the CCLS. Our guidance counselor, Ms. Barragan has attended transitional trainings during the 2012-2013 school year and is intending to attend trainings which are ELL specific as they are offered.

3. Teachers are given comp time to attend training when offered. A freshman orientation is given where an informational session is dedicated to ELL students. Our guidance counselor, Ms. Janelle Barragan works closely with Ms. Jill Katz, ESL Teacher. Ms. Barragan provides translation services to our students on a regular basis and acts as a liason between parents, students and teachers. In addition, Ms. Barragan will attend PD sessions offered by OELL in the near future. Ms. Barragan also focuses on ELL attendance and participation as part of her overall attendance outreach. Outreach efforts include parental outreach of parents for lateness and/or absence issues. Meetings with parents and attendance teacher also include ELL students as part of that outreach with letter to parents as further follow up and communication.

4. Training for the minimum 7.5 includes the QTEL PD which is and will be turnkeyed by our ESL teacher, Ms. Jill Katz. The PsD facilitators will include CFN 106 ESL specialist Susan Tynan, along with Mr. Barbieri, the Assistant Principal who will be there to support this training. A record of all PD's and informational sessions both in and out of the building are kept in school files including agendas, sign in sheets and materials where applicable.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We have a Parent Association and a School Leadership Team and recently hired a bi-lingual parent coordinator. We believe in active parent involvement which will be encouraged continuously through newsletters, phone calls, emails, and family evenings. We will organize activities based on the parental feedback and needs surveys. Through our PTA and SLT meetings we have invited parent to meet and discuss student needs. We hold a curriculum night where parents of ELLs are invited to attend the informational session. In addition, the school offers an information session on June, and an orientation in August where an ELL component is included. We plan to survey ELL parents to see what their needs are, and continue to have an ELL parent representation on our PTA. We currently partner with community organizations such as the Committees for Hispanic Families and Children and our ESL Teacher, Jill Katz, will be actively involved in these outreach efforts. Translation services are conducted through our bilingual staff as follows: Mr. Ortega, our PC Ms. Hernandez and Ms. Barragan all speak Spanish and Ms. McHale speaks French. Translational services are offered to students and parents when no one on staff speaks the native language.
 2. We are school in our second year and have developed partnerships with outside agencies to provide workshops and services to ELL parents. We will use the information gathered from parental feedback to guide us in making the appropriate matches to support our parents' needs through the appropriate supporting organizations. Activities offered to parents are free ESOL and English classes. The organizations that we currently have partnerships with include CUNY colleges at Lehman, Bronx Community and Hostos and Committee for Hispanic Families and Children. Each of these locations include translation services. We intend to hold a college fair for our ELL students and their parents.
 3. We evaluate the needs of parents through a number of ways: direct contact at open school nights, info sessions and orientation, at school functions and celebrations. We also will survey them and have an ELL parent representative in the PTA. Specific forms used include the parent surveys for new students and a blue contact card identifying ELL designation. Our parent coordinator, Ana Hernandez speaks Spanish which the predominant native language of our ELL students. Ms. Hernandez acts as a liason between parents, students and staff. Ms. Hernandez provides assistance to Mr. Katz on a regular basis to assist and communicate with ELL students and their parents.
 4. Our parental involvement activities include involvement in the PTA and school leadership team. In addition, we hold a number of evening where parents of ELLs are invited to including, Curriculum night, Perfect attendance award night, etc. We also address the needs of the parents by providing translators at school events, and sending home mailings in Spanish and English. Our on-line grades SKEDULA will also be available in Spanish.:

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: HS for Energy and Technology

School DBN: 10x565

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ignazio Accardi	Principal		11/15/13
James Barbieri	Assistant Principal		11/15/13
Ana Hernandez	Parent Coordinator		11/15/13
Jill Katz	ESL Teacher		11/15/13
	Parent		1/1/01
Concepcion Alvarez	Teacher/Subject Area		1/1/01
Brian Guilford	Teacher/Subject Area		1/1/01
Terry Born	Coach		11/15/13
	Coach		1/1/01
Janelle Barragan	Guidance Counselor		11/15/13
Cyndi Kerr	Network Leader		11/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x565 School Name: HS for Energy and Technology

Cluster: 1 Network: 106

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

Part A: Needs Assessment Findings

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

In September we conducted a survey during Parent Orientation, and examined the home language data in ATS. On ATS, the RHLA Report lists the home languages broken down by grade level and home language. There are 10 languages listed as primary home languages: 113 English, 90 Spanish, 1 Albanian, 1 Bengali, 2 French, 1 Fulani, 1 Ibo, 1 Italian, 1 Niger-Congo, and 1 Urdu. On ATS, the RAPL Report gives us a list of students and their parents and the spoken and written native languages. We use this to determine what languages we need to translate documents into. Based on this and informal conversations during orientation and school events we can ascertain which parents require translators for future interviews and to have school documents and notices translated into the appropriate language..

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

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

Part B: Strategies and Activities

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

Our school translates information about the school's academic program and student's participation. (For Example, AIS Activities, Extended Day Tutoring/Activities) The school translates written information to parents about students' achievement The school translates all mandated letters and forms. We incorporate the documents already translated by the DOE to effectively communicate with parents and students. In house documents are also incorporated as part of the regular school functions and initiatives. These include calanders and parent letters which are also available and sent out in the native language. Further translation services are available upon request through the parent coordinator, guidance counselor and other appropriate staff members that speak the native language.

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

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

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

All materials will be translated into the appropriate languages for parents. At Parent Meetings and during Parental Conferences both at school and through phone calls we will provide, where possible, the necessary translation for parents. These services, both written and oral translation will be provided by school staff members, where applicable and DOE Translation Services. At the beginning of the school year the Parents Bill of Rights is distributed to all parents in english, Spanish and French to parents of ELL students. ELL parents are also encouraged to visit the DOE website regarding the rights to parents for the acquisition of translation services.

