

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K485

School Name:

HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY

Principal:

XHENETE SHEPARD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: HS of Telecommunication Arts and Technology School Number (DBN): 20K485
Grades Served: 9-12
School Address: 350 67th Street
Phone Number: 718-759-3400 Fax: 718-759-3490
School Contact Person: David De Martini Email Address: Ddemart3@schools.nyc.gov
Principal: Xhenete Shepard
UFT Chapter Leader: Susan Justice
Parents' Association President: Elizabeth Martinez
SLT Chairperson: David De Martini
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): Rawan Balbaaki
Chelsy Sagastume

District Information

District: 20 Superintendent: Donald Conyers
415 89th Street Brooklyn, NY 11209
Superintendent's Office Address: _____
dconyer@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: 718-923-5124 Fax: 718-923-5145

Borough Field Support Center (BFSC)

Affinity Group: _____ Director: Mariano Guzman
BFSC: _____ 131 Livingston Street, B'klyn NY 11201
Director's Office Address: _____
mguzman@16@schools.nyc.gov
Director's Email Address: _____
Phone Number: 212-374-0876 Fax: (212) 645-7409

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Xhenete Shepard	*Principal or Designee	
Susan Justice	*UFT Chapter Leader or Designee	
Elizabeth Martinez	*PA/PTA President or Designated Co-President	
Ninette Baviello	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Rawaan Baalbaki	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Chelsy Sagastume	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Katrina Vogel	Member/teacher	
Arthur Everett	Member/teacher	
Johanna Vasquez	Member/teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anna Kuhlman	Member/parent	
Emma Velazquez	Member/parent	
Rosemary Crowder	Member/parent	
Linda Guerron	Member/ parent	
David De Martini	Member/CSA	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

Our strengths include rigorous instruction and a dynamic teaching staff. We are particularly proud of the progress we've made toward aligning our curricula and teaching practices with the Common Core State Standards, to our expanded leadership opportunities for teachers and students, and with our efforts to expand our students' exposure to technology-based learning. Among our challenges is the lack of success among our lowest third in credit accumulation and on New York State Regents Exams. Our key areas of growth and of focus are in the development of leadership opportunities for our staff and students, and in the academic achievement among the "lowest third" in our student body. We will institute a one-to-one teacher/student mentoring program for the "lowest third" in our 9th grade class. We will also institute a senior/freshman mentoring program to provide leadership opportunities for our students.

20K485 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1327	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	16	# SETSS	16	# Integrated Collaborative Teaching	59
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	10	# Drama	N/A
# Foreign Language	31	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	71.9%	% Attendance Rate			92.5%
% Free Lunch	72.7%	% Reduced Lunch			8.6%
% Limited English Proficient	6.5%	% Students with Disabilities			24.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			8.7%
% Hispanic or Latino	56.4%	% Asian or Native Hawaiian/Pacific Islander			17.3%
% White	16.8%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.74	# of Assistant Principals (2014-15)			6
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.2%	% Teaching Out of Certification (2013-14)			9.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			7.04
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	79.6%	Mathematics Performance at levels 3 & 4			72.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.3%	% of 2nd year students who earned 10+ credits			79.2%
% of 3rd year students who earned 10+ credits	84.1%	4 Year Graduation Rate			86.5%
6 Year Graduation Rate	89.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- In our 2014-5 Quality Review, our school was given the rating “Proficient” in the area of “[Ensuring] engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.”
- Our school’s strengths in this area continue to be in “buy in” of the Common Core State Standards (CCSS), evidenced in the CCSS Learning Objectives that we developed as a school. Our needs reside in the application of content goals in each discipline as applied to these Learning Objectives, and the CCSS as a whole.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, develop a framework for curricula that clearly articulates the Common Core State Standards across all grade levels and in all disciplines. This framework will be representative of our inquiry work which is used to discern which standards are to be addressed at a given time. The test of our success in this endeavor will be the exemplar units that each department will produce as they work collaboratively during Professional Development time.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use “The Framework for Great Schools” to design units of study that begin with essential questions and engage students in rigorous tasks that involve critical thinking, reading and writing.</p>	<p>All teachers</p>	<p>September – October 2015</p>	<p>Presentations will be made and Professional Development will be facilitated by Assistant Principals Supervision.</p>
<p>Design units so that they allow for multiple pathways so that students of different needs may engage in appropriately challenging tasks. Grade-Level Inquiry Teams will assess baseline and formative assessments to determine in which CCSS skills students demonstrate the greatest need. Engage ESL and Instructional Support teachers in the development of units and projects</p>	<p>All teachers.</p>	<p>September 2015 – June 2016</p>	<p>AP Instructional Support, ESL Coordinator and select teachers will create model units that modify tasks for students. All teachers will develop materials.</p>
<p>Make the framework a part of the January 2016 PTA presentation that covers Advanced Placement and College Now offerings, Regents requirements and Common Core instructional shifts.</p>	<p>Parents</p>	<p>January 2016</p>	<p>AP Organization and AP Guidance will make the presentation.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session hours for teachers to develop curricula.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By September 2015, produce a curriculum template that is representative of the expectation that specific Common Core State Standards are chosen based on student data. By February of 2016, professional development will have been facilitated in Danielson framework as applied to lesson planning. Also by February 2016, each Assistant Principal Supervision will lead his or her department in the development of an exemplar lesson, which will then be extended to the creation of an exemplar unit over the course of the following semester.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- In our 2014-5 Quality review, our school was rated “Well Developed” in the area of “Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.” Our own analysis of student performance trends suggests that our “lowest third” continues to struggle to maintain regular attendance to accrue credits and to achieve success on exit exams.
- Our strengths in this area are in our mentor programs, including the “Breakfast Club” for students in our lowest third, and our Senior-Freshman Mentor Program. Our needs are to develop and continue the program in 10th grade, and to better structure the program.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In September of 2015, create a course for 10th graders in the lowest third in which they study Restorative Practices and develop executive functioning skills to become college and career ready. Analysis of scholarship data, comparing this group's progress to their peers and comparing students' progress this year against last year will help us to measure the success of this course.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Provide Professional Development for teachers in the Executive Functioning Workshop by The Rush Neurobehavioral Center. Provide Professional Development for teachers in Restorative Justice Practices.</p>	<p>All teachers</p>	<p>September – October 2015.</p>	<p>Assistant Principal Instructional Support and Assistant Principal Pupil Personnel will facilitate Professional Development.</p>
<p>Consult with AP Instructional Support, AP Supervision English and ESL Coordinator to design the course to address the needs of students with IEPs and who are ELL.</p>	<p>Teachers in 10th Grade Inquiry Group, teachers of new course</p>	<p>September – June 2016</p>	<p>Grade-level Inquiry Teams will continually modify course goals, routines and rituals, which will be monitored by AP Instructional Support and AP Pupil Personnel Services.</p>
<p>Families will be introduced to new course, Restorative Justice Practices, Executive Functioning skills and CCSS skills of focus at Curriculum Night in September.</p>	<p>All parents</p>	<p>Mid-September, 2015.</p>	<p>Presentations will be made to parents by teachers.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will use funds to pay for training of our Assistant Principal Instructional Support to attend the Rush Neurobehavioral Center's Professional Development, and for our Assistant Principal of Pupil and Personnel Services to attend Restorative Justice Practices, so that they may turnkey the training to our staff.</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February of 2016, we expect to a 10% gain in credit accumulation in the "lowest third" of our 10th grade cohort.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In our 2014-5 Quality Review, our school was rated “Well Developed” in the area of “Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.”

Our school’s strengths in this area are in our staff. HSTAT teachers continue to seek out opportunities to work together to design curricula that is engaging and challenging. Our needs are to provide teachers with Professional Development offered by their colleagues according to the needs and interests of our staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, conduct surveys to measure the efficacy of the staff-led professional development, and to generate topics for professional development that meets the needs and interests of the staff.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
In September of 2015, select a number of teachers to serve as Instructional Leads, who will lead grade-level inquiry groups focused on assessing the needs of students by analyzing student work. Conduct Professional Development in the 2013 Danielson Framework and in Multiple Pathways. Also by June of 2016, conduct monthly professional development modules that will be designed and facilitated by the faculty.	Teachers who serve as Instructional Leads, who lead professional development.	September 2015 – June 2016.	Principal will select applicants to serve Instructional Leads and to sit on the Professional Development Committee.
Include Professional Development on differentiating instruction, so that all teachers can be comfortable in modifying tasks and texts to meet the needs of students with IEPs or are ELLs.	All teachers	September 2015- June 2016	AP Instructional Support and select Instructional Support staff will conduct workshops.
Choose staff members to make presentations at Parent Teacher Associations regarding the skill-based focus of instruction.	All parents.	September 2015- June 2016	AP Organization and AP Pupil Personnel Services will supervise the PTA meeting presentations.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding will be used to pay per session for meetings of teachers who apply and are chosen to serve as Instructional Leads, and for teachers who volunteer to make presentations to the Parent Teachers Association.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, survey staff via a Google form regarding the topics of professional development workshops, and engage staff to facilitate workshops that meet the interests of the faculty.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In our 2014-5 Quality Review, our school was rated “Well Developed” in the area of “Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.” Feedback from teachers suggests that more staff members would like to be part of the decision-making process as it applies to instruction and professional development.

Our school’s strength in the area of Professional Development is in our faculty and staff. HSTAT teachers continue to seek out opportunities to share best practices and to help each other to learn and grow. Our needs are to refine our system of offering Staff-Led Professional Development and to align Department-level Professional Development with the goals set by Grade-level Inquiry Groups. After conversations with all members, feedback suggests that the staff would like increased communication regarding school goals and events.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, facilitate bi-monthly Professional Development sessions whose topics are determined by the needs of students and staff. These topics will be generated and facilitated by the staff. In February, we will use a survey to rate the efficacy of the Professional Development that has been delivered, and will generate more topics for the remainder of the year. A similar survey will be generated in June 2016 regarding the Professional Development offered in the Spring semester.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use Advance tools to determine the components in most need of development for HSTAT staff and provide Professional Development in those areas. Provide Professional Development in Restorative Justice and in Executive Functioning.</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>AP's of Supervision, AP Instructional Support, AP Organization and AP Pupil Personnel Services</p>
<p>Provide Professional Development offerings that include Executive Functioning and Restorative Justice practices to address the needs of all students, particularly those with IEPs.</p>	<p>All teachers</p>	<p>September 2015- October 2016</p>	<p>AP Instructional Support and AP Pupil Personnel</p>
<p>Families will be introduced to new course, Restorative Justice Practices, Executive Functioning skills at Curriculum Night in September 2015.</p>	<p>All parents</p>	<p>September 2015</p>	<p>AP Organization and AP Pupil Personnel</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will use funds to have Assistant Principals trained in Restorative Justice Practices and Executive Functioning, and to reproduce materials for the purpose of turn-keying this training to the staff.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February of 2016, conduct a survey via Google form of the staff regarding the professional development offerings as they apply to their practice.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our analysis of attendance at Parent Teacher conferences and Parent Teacher Association meetings reveals that parents respond to helpful workshops that address their needs and interests, like college applications and financial aid.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, increase workshops available to parents at PTA meetings by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Meet with School Leadership Team and Parent Teachers Association to determine parents’ interests and/or needs regarding workshops. Reach out to staff and students to enlist volunteers to facilitate workshops.</p>	<p>parents</p>	<p>September – October 2015</p>	<p>AP Organization will conduct a survey of parent interest, will survey staff and students for volunteers.</p>

Include student or staff translators to facilitate workshops, so that it is accessible to all.	Parents who are ELL.	September-October 2015.	AP Organization
Promote workshops on school website, in telephone outreach, and by mail.	All parents	September 2015- June 2016	AP Organization will facilitate promotion.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Use per session funds to plan Parent Teacher Association workshops. Use school funds and Parent Teacher Association funds to provide refreshments to help boost parent attendance.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Compare parent turnout at PTA meetings in the Fall semester to attendance in Fall 2014 to determine if workshops have garnered more interest in PTA. Survey parents to determine if there are other workshops that could be offered.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	25 students with poor performance on Wilson reading exam;	reading instruction	small group	during the school day
Mathematics	25 students with poor performance on 8th Grade NYC Performance Task and on HSTAT-created math assessment	a) after-school tutoring on Tuesdays and Thursdays, Peer Tutoring on Mondays and Wednesdays b) pull-out test preparation 2 days/week	small-group	a) after school day b) during school day
Science	failure on NYS Regents in Living Environment	a) after-school tutoring on Tuesdays and Thursdays, Peer Tutoring on Mondays and Wednesdays b) pull-out test preparation 2 days/week	small-group	a) after school day b) during school day
Social Studies	failure on Global Studies Exam and US History and Government Exam	a) after-school tutoring on Tuesdays and Thursdays, Peer Tutoring on Mondays and Wednesdays	small-group	a) after school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have failed more than one subject in a semester.	Counseling sessions	One-on-one and with parent.	During school day.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
HSTAT only interviews teachers who are certified and licensed in the subject for which there is a need. We have a comprehensive new teacher training program which includes mentoring by a dedicated mentor as well as weekly meetings with the new teachers' respective Assistant Principals. When possible, new teachers are programmed into our 9th or 10th grade initiatives, which are our most supportive environments for new teachers.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We develop a Professional Development program based on the needs of our students and teachers. This year, for example, we determined that our students are in need of Executive Functioning skills to help them to better organize their time and materials to be more productive at school. By consulting Advance tools, we determined that teachers need Professional Development in the areas of Planning Coherent Instruction and in Discussion and Questioning Techniques. The principal is also creating a Professional Development Committee to help us to organize the school-wide, grade-wide and staff-led Professional Development offerings.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The Principal and UFT Chairman surveyed the staff and created a committee of administrators and teachers to form the MOSL Committee. The Committee reviewed options and decided upon measurements that would best suit the needs of our students and fairly represent the efforts and successes of our staff.

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

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	932,527.00	x	9, 12, 14, 16, 18
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	18
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	6,456,810.00	x	9, 12, 14, 16, 18
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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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

HSTAT Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

HSTAT will further encourage school-level parental involvement by:

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

HSTAT School-Parent Compact (SPC)

The High School of Telecommunication Arts and Technology (HSTAT), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Xhenete Shepard	Assistant Principal Jeanine Boulay
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Susan Justice	School Counselor Jeanette Martinez
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Barbara Yarshevitz
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1300	Total number of ELLs	81	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	34
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	27	Long-Term (ELLs receiving service 7 or more years)	44

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	10	0	1	27	0	4	44	0	12	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										25	13	16	4	0
Chinese										9	4	2	0	0
Russian										1	0	0	0	0
Bengali														0
Urdu														0
Arabic										5	1	1		0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										3	1	0	0	0
Emerging (Low Intermediate)										4	1	1	0	0
Transitioning (High Intermediate)										3	1	4	0	0
Expanding (Advanced)										27	8	11	3	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	33		16	
Integrated Algebra/CC Algebra	17		4	
Geometry/CC Algebra	83		20	
Algebra 2/Trigonometry Math _____	3		1	
Chemistry	1		0	
Earth Science	6		0	
Living Environment	45		24	
Physics	1		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	31		7	
Geography				
US History and Government	12		2	
LOTE	3		2	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses teacher created assessments. All entering 9th graders are given a literacy assessment which includes a reading and writing component. Our ESL teachers assess incoming ELLs using a modified version of this assessment. The results of these assessments determine proper placement.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The majority of our students have scored expanding on the NYSESLAT as entering freshman and most pass the NYSESLAT in the spring of 9th grade. The majority of our ELLs in the higher grades are long term ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the data from the AMAO tool to determine proficiency levels across the modalities and determine the best instructional interventions to help the students meet proficiency levels.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Our students tend to score highest on the speaking and writing sections of the NYSESLAT. The vast majority of our students take Regents exams in English as opposed to exams in their native language.
 - Our ELLs score slightly lower on periodic assessments than their general education peers. As a school, we give the New York City performance task twice a year to all our students and teachers analyze the results of those exams and plan lessons accordingly to address skills deficits.
 - Our assessments are given in English. We have found that entering and emerging students score lower across skill areas and targeted intervention is provided for select students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers are trained to teach the language that is essential to master academic content. Lessons have a content and linguistic focus to ensure that our students develop their second language. In initiative meetings and weekly grade level teams, teachers focus on developing lessons that focus on second language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ELLs by analyzing graduation data, AYPs, and Regents results.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 - Parents of students who are newly admitted to the NYC school system are administered the HLIS survey by our trained admission's personnel. If the parents indicate a language other than English is spoken at home, they are informally interviewed by our bilingual grade advisor or our ESL teacher. Then the NYSITELL is administered to the student by our ESL teacher within ten days of admittance. The NYSITELL is scanned into ATS by the ESL teacher and if the student scores below the cut-off, the student is entitled to ELL services. An entitlement letter is sent to the parents on school letterhead in their native language and in English. Parents are also informed of their right to choose one of the three types of programs available to English language learners in NYC: dual-language, transitional bilingual or free-standing ESL. Parents are then invited to attend a parent-orientation where they watch the orientation DVD for parents of English language learners and the three program choices are thoroughly explained to the parents in their native language. Parents are encouraged to ask questions and we make sure to have translators from our school community or the Office of Translation Services available for the parents. In the event that parents are unable to attend the orientation meeting, we will arrange phone conferences and make several attempts to make sure that parents are fully informed of their choices. We then program students according to parental choice. Each year, the ESL teacher and Assistant Principal of English and ESL identify eligible students for the NYSESLAT by consulting the RLAT and RNMR. General education students are administered the NYSESLAT by the ESL teacher and special needs students are administered the NYSESLAT by our special education English and Social Studies teacher to ensure that all testing modifications are implemented. The reading, writing, and listening sections of the exam are administered over three days in a designated testing room in the school building. Speaking is administered over a one week period by the ESL teacher to all students. A make-up day is scheduled for each part of the test that the student missed.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Students complete a SIFE questionnaire where they are asked to describe their educational experience in their home country. Gaps in formal education are then further investigated by both our ESL teacher and bilingual grade advisor. Student work is analyzed and then a SIFE determination is made.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Students with IEPs whose home language is other than English are referred to our LPT and we review evidence of the student's English language development through an in-house assessments, review of transcripts, and oral interview. If the LPT recommends the NYSITELL, it is administered within 10 days of admittance and scanned by our ESL teacher into ATS. The student is placed into the appropriate ENL class based on the results of the NYSITELL.
- Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After the NYSITELL is scored, entitlement and nonentitlement letters are generated by our Assistant Principal and sent home to the students. Additionally, a letter is given to students in their ESL class to take home to their parents.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Parents are informed of their right to appeal ELL status within 45 days of enrollment via letter sent home with ELL entitlement letter.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Students are administered the NYSITELL within 10 days of enrollment. Entitled students are sent home entitlement letters and then a parent orientation is scheduled within the next week with our parent coordinator, bilingual grade advisor, assistant principal and bilingual grade advisor. Letters are sent home to parents inviting them to attend the parent orientation and phone calls are placed to parents to ensure that the parent knows about the orientation and every effort is made to encourage attendance.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our parents complete a program selection form after attending our parent orientation. In the event that the parent cannot attend, parent selection forms are sent home and a phone conference is scheduled so that the parents are aware of their options and can make an informed choice about program selection.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Our school will send reminder letters and emails as well as letters with our students reminding parents to return parent selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are generated by our assistant principal and copies are both mailed and given to students in class to take home to their parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation is placed in each student's permanent file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We schedule the NYSESLAT over three days. Students are notified about where and when they are scheduled to take the test and a letter is sent home to parents informing them that their child must take all parts. We schedule a make-up day for students who were absent. We administer the speaking portion during the testing window to individual students in a separate location.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are generated by our assistant principal and sent to parents and distributed in classes in September indicating continued entitlement and transitional support services.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).
All of our requests were for the ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Entering students are programmed for three ENL classes per day, all of which are co-taught by by our ESL teacher and ELA teacher.
Emerging students are programmed for two ENL classes per day, both co-taught with our ESL teacher and ELA teacher.
Expanding and transitioning students receive one ENL class per day, co-taught by our ESL and ELA teacher. Students are grouped by both proficiency and grade level.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our grader advisor, ESL teacher, programming office, and assistant principal work closely to analyze the results of the NYSESLAT and NYSITELL to ensure that our students receive the mandated instructional minutes.
3. Describe how core content is delivered in each program model. 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.

Our ELA and ESL teacher regularly collaborate and coteach content in the ENL class. Other content areas are taught in English. Content teachers regularly confer with our ESL teacher to discuss modifications to lessons and strategies to make content comprehensible to English language learners. Native language dictionaries and content glossaries are available for students in every content class. Students are provided with Regents exams in both English and their native language. Teachers employ strategies such as modeling, scaffolding, visuals, collaborative work, and a variety of different media including films and songs to facilitate content and language acquisition. All teachers receive professional in how to implement the Common Core Standards and staff development focuses on how to scaffold instruction to help ELLs meet the demands of the standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

In order to determine a student's proficiency in their native language, we enlist the services of a staff member who speaks that language to conduct an informal interview with the student. If we don't have a staff member available who speaks the student's language, we informally assess the student with a translated text and ask the student to read a portion of it.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In both the ENL classes and all content classes, teachers focus on developing the listening, reading, writing and speaking skills of all our students. Students are regularly evaluated across the content areas in these skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Students with interrupted formal education (SIFE) receive ESL services as well as a literacy support class to help them develop their academic skills. SIFE students are referred to their guidance counselor for additional services as necessary. SIFE students meet with their ESL teacher during lunch for tutoring as well as after school.
 - b. If an ELL has been in NYC city schools for less than three years and scores as entering on the NYSESLAT, he or she will receive three ESL classes per day designed to accelerate academic reading, writing, listening, and speaking skills. Entering ELLs also receive lunch time tutoring with our ESL teacher. Students are provided with after-school tutoring across the content areas as well as small group tutoring across content-areas specifically for ELLs. ELA instruction is embedded in the ESL classes.
 - c. Developing ELLs are programmed for ESL classes depending on their level of proficiency per the NYSESLAT. Students attend after school tutoring across content areas as well as small group tutoring specifically for ELLs across the content-areas.
 - d. Long-term ELLs are programmed for ESL classes based on their level of proficiency per the NYSESLAT. Long-term ELLs may also be programmed for literacy support classes in ELA and history. They also attend content-area tutoring and small group tutoring specifically for ELLs.
 - e. Former ELLs are programmed for a transitional ESL class for one year. Their progress is tracked by the ESL teacher

Chart and the grade advisor.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
Our grade advisors and principals regularly confer with content teachers to ensure that our students are properly placed in the best program for their academic needs.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Our ELL-SWDs are grouped together with our general education ELLs. The teachers employ scaffolding techniques that focus on the development of academic language and oral and written expression. The teacher employs read alouds, partner and small group reading groups and supplies students with dictionaries, glossaries, websites and supplementary materials.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELL-SWDs are placed in general education ESL classes. Our grade advisors work with our ESL teacher to discuss modifications per IEP and the ESL teacher implements, with the help of paraprofessionals, to deliver a content-rich curriculum.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

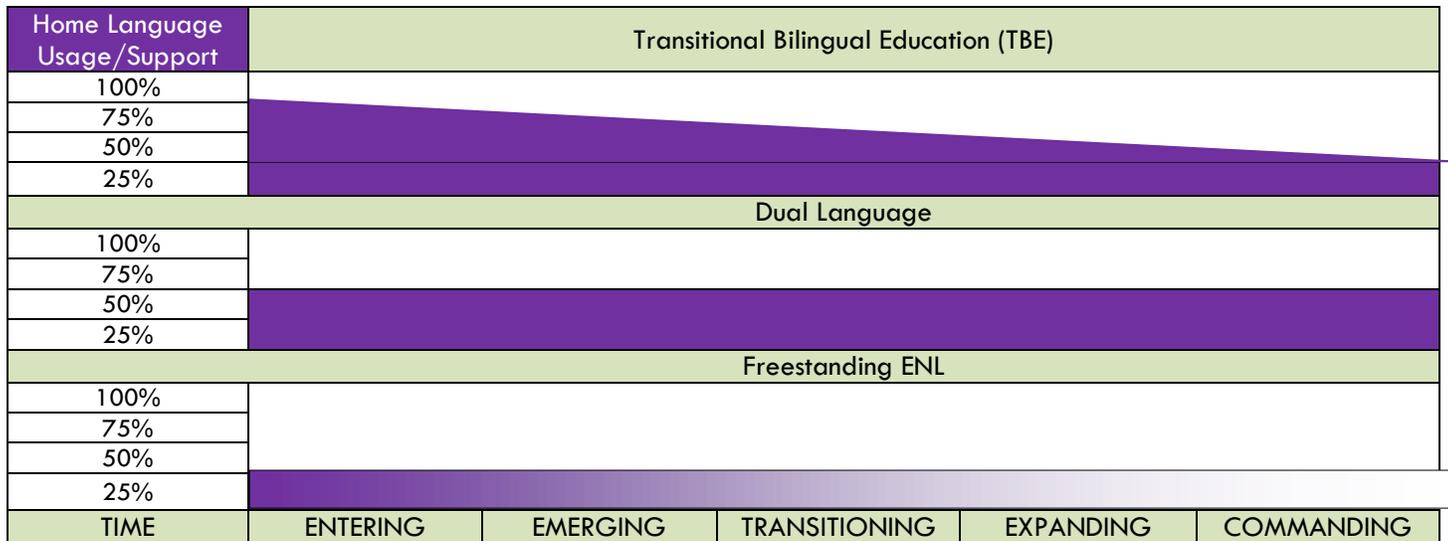


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Performance data for ELLs is regularly reviewed by individual teachers, grade level groups, our ESL teacher, and our bilingual grade advisor. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language learners. Content tutoring is provided for ELLs in ELA, Math, Science, and Social Studies. Services are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program has been effective in helping students reach their content and language goals.
12. What new programs or improvements will be considered for the upcoming school year?
In the upcoming school year, our student tutoring/buddy program will be expanded so that newcomers and beginning ELLs have additional support as they make the transition to life in America. We will also expand our professional development so that all teachers can apply ESL strategies in their classes.
13. What programs/services for ELLs will be discontinued and why?
Our after school tutoring program for ELLs will not be discontinued but modified to include a greater focus on Social Studies and Science based on several years of student results on state assessments.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
We are a very diverse school and the majority of our students are former ELLs. ELLs are encouraged to join after school activities. Selected teachers give presentations in ESL classes inviting students to join clubs and sports teams. Students attend after school tutoring and Saturday tutoring. The school has held cultural shows where students are encouraged to showcase music and dance from their countries.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our ESL and ELA teacher use a variety of authentic texts to aid in language development including novels, short stories, essays, poems, newspaper articles, periodicals, and films. Students are exposed to content-rich materials across content-areas in ESL classes. Teachers make use of smart boards, LCD projectors, document projectors, and laptop carts to ensure that students benefit from a variety of media and technologies.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Language dictionaries and glossaries are available for all ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All of our programs and resources are designed for high school level ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our ESL teacher and bilingual grade advisor hold an orientation for ELLs before the school year begins.
19. What language electives are offered to ELLs?
ELLs can enroll in a Spanish language elective.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We are planning ongoing school-wide professional development for all teachers on incorporating ESL strategies to make content comprehensible for ESL and struggling readers and writers. Our ESL teacher and select content-area teachers will attend trainings to turn-key to the staff offered by the Office of English Language Learners. P.D. dates are scheduled for September, November, January, February and May 2015-2016.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We have biweekly grade-level meetings as well as weekly professional development to develop curriculum, lesson plans, and review student achievement data to help our students meet the Common Core State Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Freshman teachers regularly meet and discuss the progress of all 9th graders, including ELLs, and plan social activities and academic interventions. 9th grade teachers also work as mentors to individual ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parents are invited to meet with our ESL teacher during our designated parent-outreach time every Monday to discuss their students' progress. Our ESL teacher uses translation services or staff members to communicate with parents as necessary.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to ELL Policy Reference Guide, Parent Selection and Program Placement section.
Meetings are scheduled by our ESL teacher. A record of phone calls and emails are kept by our ESL teacher.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our PTA is currently led by parents of former ELLs. Our PTA plans activities for students and for parents and staff along with the SGO.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No
5. How do you evaluate the needs of the parents?
Parents are regularly contacted by the ESL teachers, content teachers and our bilingual grade advisor. Parents are invited to attend open houses and parent-teacher conferences. We also regularly review the results of our school survey.
6. How do your parental involvement activities address the needs of the parents?
Our college office schedules workshops on the college process. We hold a parent orientation on how to access pupil path as well as curriculum night for parents.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20** School Name: **485**
Superintendent:

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess the preferred language of communication for our parents, we refer to our home language surveys, student emergency contact cards, ATS reports, and parent interviews

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Chinese, Arabic, Russian for oral and written communication

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent-teacher conferences disseminated in November; NYS testing dates distributed in January and June; entitlement and non-entitlement letters for ELLs distributed in September; NYSESLAT information distributed in April; letters from school leadership distributed throughout the year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night in September and May. Parent-teacher conferences in November and March. Guidance counselors, teachers, and attendance office routinely call parents

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

When available, translation will be provided by staff members. When not available, we will contact the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When available, staff members will provide translation services. If not available, we will use over-the-phone interpreters via the Translation and Interpretation unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our assistant principals will provide instruction in how to use the Translation and Interpretation service at staff meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Welcome posters will be hung in the lobby. The remainder of parental notifications will be sent out via our parent coordinator.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will survey parents to gather feedback on the quality and availability of our translation services.