

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M494

School Name:

HIGH SCHOOL OF ARTS AND TECHNOLOGY

Principal:

ANNE GEIGER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: H. S. of Arts and Technology School Number (DBN): 03M494
Grades Served: 9-12
School Address: 122 Amsterdam Avenue
Phone Number: 212-501-1198 Fax: 917-441-3693
School Contact Person: Anne Geiger Email Address: ageiger@schools.nyc.gov
Principal: Anne Geiger
UFT Chapter Leader: Lia Galeano
Parents' Association President: Carmen Reyes Quinones and Erica O'Brian Harris Co-Presidents
SLT Chairperson: Benny Urena
Title I Parent Representative (or Parent Advisory Council Chairperson): Carmen Castillo
Student Representative(s): Jesus Pancho Cuahutle

District Information

District: Affinity Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue, N.Y., N.Y.
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3744 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, N.Y., N.Y.
Director's Email Address: ychu@schools.nyc.gov

917-705-5856

Phone Number:

Fax:

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)
Anne Geiger	*Principal or Designee	
Lia Galeano	*UFT Chapter Leader or Designee	
Carmen Reyes Quinones	*PA/PTA President or Designated Co-President	
Patricia Salcedo	DC 37 Representative (staff), if applicable	
Venice Beckford	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jesus Pancho Cuahutle	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Debbe Cordts	Member/ teacher UFT	
Erica O’Brien Harris	Member/ parent PTA Co-President	
Benny Urena	Member/ Staff, Chair	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
RobinsonVelasco	Member/ Parent	
Nobuko Takabori	Member/ Parent	
Zabrina Bryant	Member/Parent	
	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.

The mission of the High School of Arts and Technology to provide students with the academic, interpersonal, and technological skills needed to achieve excellence in their chosen careers and to serve as the foundation for their continuing education. To that end, we offer students many opportunities to learn about their stated interests in art and/or technology. In addition, this year we offer a new program with an emphasis on digital media for students who have a keen interest in computer science and technology and its application in the field of Graphic Arts, Photograph and other forms of visual communication.

Our special populations include Students with Disabilities at 23% and English Language Learners at 12%. The overage and under credited students make up 11% and the poverty rate has risen to 87%. Last year the incoming students ELA proficiency rate dropped from 2.65 to 2.31 and Math dropped from 2.87 to 2.23.

Collaborative Teachers: The school program has been strategically developed in a way that allows teacher teams to meet daily by department as well as in grade teams; all academic teachers have Common Planning Team Time for their Professional Assignment.

Many of the teachers meet three times a week by department and at least twice a week as grade teams. There is a lead teacher for each one of the departments. The lead teacher along with the rest of the team develops the agenda and topics to be covered. Minutes are sent to the Supervisor on a weekly basis and receive feedback.

The Looking at Student Work protocol was introduced to the English Department and put into practice by the supervisor. The purpose was to assist teachers as to how to model it to other departments within the school as well as having them implemented within their meeting time.

During the departmental meeting, teachers are working together to continue aligning and making adjustments in their units of study as well as their lessons to align with CCLS. By reviewing last June's Regents in Social Studies and English, teachers have realized that in order to improve reading and writing they need to be engaged in a professional discussion about how looking at what the students are producing in class will increase student outcomes in understanding what they read and write. Through the initiative of Looking at Student Work, teachers are starting to create a scenario where recommendations and inputs provided during these meetings can tremendously improve their effectiveness within the classroom.

Supportive Environment: During Advisory, the teachers have allowed the students to come up with a list of positive prompts, which will help check behavior or re-direct behavior. These student generated prompts are what they, the students, would like to see in their school. These prompts were shared and refined during the two professional workshops among all the teachers.

Rigorous Instruction: The focus this year will be on developing consistency across the curricula and grades so that rigorous habits and higher-order thinking skills are emphasized for all learners.

03M494 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	598	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	6	# SETSS	4	# Integrated Collaborative Teaching
				11
Types and Number of Special Classes (2014-15)				
# Visual Arts	18	# Music	3	# Drama
				N/A
# Foreign Language	9	# Dance	N/A	# CTE
				1
School Composition (2013-14)				
% Title I Population	88.1%	% Attendance Rate	81.2%	
% Free Lunch	90.1%	% Reduced Lunch	2.7%	
% Limited English Proficient	12.4%	% Students with Disabilities	21.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American	31.3%	
% Hispanic or Latino	60.7%	% Asian or Native Hawaiian/Pacific Islander	4.3%	
% White	2.6%	% Multi-Racial	0.2%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	17.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	8.03	
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	53.6%	Mathematics Performance at levels 3 & 4	61.6%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	80.6%	% of 2nd year students who earned 10+ credits	66.9%	
% of 3rd year students who earned 10+ credits	69.7%	4 Year Graduation Rate	61.2%	
6 Year Graduation Rate	75.0%			
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	NO	
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	NO	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	NO			
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	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	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.

After reviewing the data in the Quality Review, we found inconsistency in teacher practice lead to uneven engagement in appropriately challenging tasks and discussions, and uneven demonstration of higher-order thinking skills in student work products, including the work of English Language Learners and Students with Disabilities. Developing high standards in every classroom will increase overall performance and students’ college readiness.

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 2016, 95% of our teachers will be reated Effective or higher in Domains 2 and 3 as measured by their final MOTP Advance rating.

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) 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>The administration will increase the frequency of informal walkthroughs and provide weekly feedback to all staff. Walkthroughs will target specific instructional areas such as checking for understanding and questioning strategies</p>	<p>All staff</p>	<p>Sept 2015- June 2016</p>	<p>Asst. Principals, Principal</p>

Professional development strategies that target the needs of all students including lowest third, SWD, and English Language Learners. This will include Professional Development in best teacher practices such as "I Do, We Do, and You Do", using Graphic organizers, using Cornell note taking, and Data Item Analysis to identify and adjust teaching practices.	All staff	Sept 2015- June 2016	Asst. Principals, Principal
Progressive feedback from walkthroughs and classrooms observations will inform changes in professional development. Using research based professional development such as Accountable Talk, the Seven Habits of Effective Readers, and Formative and Summative Assessment in the classroom.	All staff	Sept 2015- June 2016	Asst. Principals, Principal
Workshops for parents demonstrating elements of rigorous instruction and curricula. Teachers will prepare samples and delivery techniques of instruction for parents focusing on College and Career Readiness - Sept - March 2016	Parents	Fall 2015 – Spring 2016	Teacher, Assistant Principals

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.											
School is moving to a single session allowing for 80 minutes of targeted professional development. School will utilize teacher experts for various strategies and Professional Development staff from the Manhattan Borough Support Center. Teachers will read "The Skillful Teacher" textbook.											
Afterschool per session inquiry work will be available for teacher experts to plan PD.											
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.
January will be a mid-point mark for measuring changes in teacher effectiveness as well as student performance on end of semester grades and regents exams.
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.

The school celebrates its continued work toward establishing an academic and supportive environment that takes into account the many learning styles, individual needs, and guidance needs of our students. Advisory classes using AVID curriculum help to instill an awareness and availability of advancement for all students. Structures are developing or are in place to provide feedback to families and offer guidance/advisement supports to students regarding their progress toward meeting expectations. 85% of families surveyed last year were positive with regard to the education their children were receiving. Attendance dropped below 80% last year and the need to increase awareness and promote daily attendance improvement must be addressed.

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.

By June 2016, student leaders will help to develop a series of recognition events to increase student engagement resulting in a 3% increase in whole school attendance as measured by the school's Annual Attendance Report.

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) <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>Implement a Fall and Spring Honor Roll assembly and reward students for progress and attendance</p>	<p>All Grades</p>	<p>Fall 2015- Spring 2016</p>	<p>Teachers and Administration</p>
<p>Target student leaders as part of the Student Council and National Honor Society to develop recognition events for improvement in student attendance</p>	<p>All Grades</p>	<p>Fall 2015- Spring 2016</p>	<p>Selected students and staff</p>
<p>Attendance teacher will meet weekly with guidance to discuss and form plans for at risk students</p>	<p>At risk, low attending students</p>	<p>Ongoing Fall 2015- Spring 2016</p>	<p>AP, Guidance counselors, attendance teacher</p>
			<p>Attendance Teacher</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>Extended time for staff to prepare and conduct parent meetings and training. Time to work with students to present to parents during student led conferences and to collect data on parent participation and feedback.</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	X	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>School will conduct a mid-year survey to assess productivity of parent conferences and trainings. Emphasis will be on usefulness and participation of families. Depending on results and school survey, further outreach will be scheduled.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

A minority of teachers were engaged in structured collaboration on teams using an inquiry approach. Teacher teams are in the process of widening the circle of involvement and building an inquiry process to analyze assessment data. Distributed leadership structures are developing to support leadership capacity building. The greatest needs are in data analysis to establish baselines in performance assessment and to plan collaboratively to address improvement strategy which will improve student outcomes.

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 2016, all teachers will work on grade and department teams to analyze the uniform midterm and final exam outcomes to make adjustment to curriculum and lesson plans that will address the needs of students.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
All teachers are assigned to department/grade teams during Common Planning Time every day	All teachers	Fall-Spring 2016	APs, Principal, teachers

Teachers will look at student work with an emphasis on the skills and CCLS Lesson study groups will analyze teachers' lesson and recommend improvement as needed.	All teachers	Fall-Spring 2016	APs, teachers
Teachers will use PupilPath to regularly update student progress and use Tuesday extended day for Parental Outreach	All teachers	Fall-Spring 2016	All teacher

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.											
After school inquiry work groups - per session activity.											
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	X	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.											
Mid year survey following end of semester 1 to evaluate credit accumulation and data on CCLS, Adjustments will be made as needed.											
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.

School leaders consistently communicate high expectations regarding elements of the Danielson’s Framework for Teaching and are developing supports and a system of accountability for teachers. The school is implementing a system to provide feedback to families regarding student progress toward meeting CCR expectations. 20% of the families responded on the school environment survey that they were not fully included in school wide decision making. Teachers expressed concern about the need for deeper understanding of the Danielson Framework and tailor Professional Development to meet their needs.

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 2016, 90% of teachers when surveyed will agree that school leaders are providing the time to develop deeper understanding of the Danielson Framework in Domains 2 and 3 and model effective practice.

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 parent leadership and engagement as a key lever for school improvement. 	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?
<p>Revamp school program to allow for scheduling of Professional development weekly for 80 min. during extended day Monday.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Design and plan professional Development with school based PD committee</p> <p>Schedule PD based on identified needs and teacher requests</p> <p>Celebrate teacher/staff successes in monthly meeting; i.e. attendance, peer to peer selection, school-wide leadership activities, weekly shout-outs</p> </div>	All teaching staff	Sept-June 2016	Principal, APs, teachers

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.											
Planning and programming changes require afterschool team work, text sources, per session activities.											
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	X	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.

Mid year reevaluation of progress - adjustments made. Survey staff regarding effectiveness of PD, change in practice.

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.

School leaders communicate high expectations regarding instructional focus and systems of accountability for teachers. The school needs to strengthen its role in providing feedback to families regarding students’ progress toward meeting college readiness expectations. Parents indicated that there is inconsistency in the communication regarding the college search and application process. Student attendance has dropped below 80%.

Results from the most recent QR indicate that the school is Approaching the Target for College Readiness. In order to improve this trend, parental support is important and must be addressed as a priority.

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 2016, the school will increase parental involvement in school-wide activities by 15% as measured by analysis of data-driven information including the school survey.

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>
All parents will attend the Fall or Spring parent teacher conference	All families	Fall - Spring 2016	All staff
All parents will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using systems to check students' grades and attendance.	All families	Fall-Spring 2016	Staff and selected students
School materials and meeting will be translated and made accessible to all families in their home language	All families	Fall-Spring	Staff and NYC Translation Services
Targeted families will receive home visits as outreach to assist in improving student attendance	Targeted families	Ongoing 2015-16	Attendance teacher

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>Planning, resources for parental trainings. Translation services. Per session activities for afterschool.</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	X	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>By March 2016 we will compare the parent involvement with the mid-point of last year, expecting that 15%-20% of families have attended the Family Night, Parent Conferences, or one of the Parent Training sessions.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	Students scoring in lowest third school-wide, incoming 9 th , and students who are under-credited or PID	Writing revision, drafting, reading strategies	Small group and one-to-one.	Fall and Spring PM School and Saturday School
Mathematics	Students scoring in lowest third school-wide, incoming 9 th , and students who are under-credited or PID	Reteaching, reading strategies, vocabulary development, problem solving strategies	Small group and one-to-one.	Fall and Spring PM School and Saturday School
Science	Students who are under-credited or PID	Reteaching, reading strategies, vocabulary development, problem solving strategies	Small group and one-to-one.	Fall and Spring PM School and Saturday School
Social Studies	Students who are under-credited or PID	Reteaching, reading strategies, vocabulary development, reading strategies	Small group and one-to-one.	Fall and Spring PM School and Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All PID students and students at-risk due to poor attendance	Individual counseling, group counseling, parental outreach, academic counseling, referrals	One –to-one, small group, whole classroom	Through the 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.
Active recruitment for effective, high qualified teachers. Meet with teachers during Common Planning Time to monitor work and give feedback. Assistant Principals and Principal plan Professional Development to support and meet the needs of teachers. Hiring committee will be formed to interview and make joint decision on new hires.

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).
Teachers, paraprofessionals, Assistant Principals and Principal meet weekly for Professional Development session. PD focus is on raising the level of teacher effectiveness and delivering material and instruction that brings a needed element of rigor across the curricula and grades ensuring students are college ready.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	367,924.00	x	Page 9, 10
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	Page 10
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,278,283.00	x	Page 9, 10

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

School-Parent Compact (SPC)

The High School of Arts and Technology in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>High School for Arts and Tech.</u>	DBN: <u>03M494</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>74</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>2</u>
of content area teachers: <u>1</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: The High School of Art and Technology is a high school with 589 students from grade 9 through grade 12. The school population comprises 31% Black, 61% Hispanic, 3% White, and 4% Asian students. The student body includes 12% English language learners and 20% special education students. Boys account for 68% of the students enrolled and girls account for 32%.

Rationale:Rationale:

Non-speaking target ELL language beginners through advanced levels are targeted from the ELL students. The vast majority of our students are advanced (53%). One to two years ELL students only comprise 29% of our student body; three to four years ELL Students only comprise 21% of our student body. Long term ELLs comprise 48% of our student body. The English class will mainly target the students at the Advanced level who still need to pass the English Regents. For the Living Environment, 25 students were scheduled to take last June Regents. Out of the 25, only 5 took the Regents with a 100% failure score. The rest of the students were absent.

The purpose of Title III is to supplement and improve the class instruction in English and Living Environment. Both the ESL teacher and English teachers have analyzed last June Regents for ELLs and have noticed that the students were not successful mainly in the short answer questions (26, 27 and 28) as well as in the essay. The ESL teacher will concentrate in reading and writing skills which is one our school instructional focuses for this year. For this, the teacher will implement the Seven Habits of an Effective Reading to help the students make sense of what they read. The teacher will use graphic organizers to help the students put their ideas and thoughts together. The teacher will use supplemental materials to help the students analyze literary devices as well as to how provide evidence from the text to support their analysis. Again, the students to be targeted are those students who are in their third, fourth and fifth years of their high school career.

For Living Environment we will target the 25 students who were scheduled to take last June Regents. The teacher is in the process of completing the last June Regents analysis to determine what area in the test represented the biggest challenges for the students. Thereafter, the teacher will focus instructions on the topics the students had the most challenge. For this, the teacher will also implement the Seven Habits of an Effective Reader to assist the students understand and comprehend what they are reading so they can apply it in class. The teacher will include graphic organizers and visuals to help the students make connections as well as determining what is important. There will be two groups of students. from 3:50-4:50 the ESL teacher will target the students for English instruction while the other teacher will delivery Living Environment instruction. From 4:50-5:50 the teachers swap the group of students.

Even though the Title III will target students in their 3rd, 4th and 5th year of their high school career, it will be offered to all ELLs given the fact that our ESL population is small. The program will take place two days per week-Tuesdays and Thursday-from 3:50 through 5:50 pm for 20 weeks. They will be serviced by one Bilingual Science and one ESL teacher. These are the pedagogical instructors for the program. There will be two small groups of 20-25 students in grades 11-12 mainly. These activities target the low literacy students in the ESL general population of the school. We will use NYSESLAT, the Living Environment and ELA June Regents scores to have a better idea of what students beside 11th and 12th graders need the service. These students will be heavily recruited in the second week of November and we will attempt to keep them in both the Fall and Spring classes to help them develop the skills they need to become successful students. The teaching and administrative time is from 3:50 through 5:50 pm twice per week (Tuesday and Thursday). The program starts from November 17, 2014 through MAY 22, 2015. One Certified Living Environment with a Bilingual Extension and one

Part B: Direct Instruction Supplemental Program Information

Certified ESL teachers are the 2 instructors for the program. English will be the language of instruction; both instructors also speak Spanish to assist those students who speak Spanish which are the majority of our ELLs. Materials needed for this program: chart paper, graphic organizers, markers, notebooks, pencils and pens, dry erasers and mailing materials such as stamps, envelopes, Fiction and Non-Fiction supplemental reading materials such Cold of the While, Scarlet Letter, Oliver Twist, Alexander the Great, King Arthur and the Knights of the Rounder Table, American Life, Gandhi, and Weather Watch Kit.

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: _

Rationale:

Usually ESL and Bilingual teachers are often excluded and left with little support when it comes to assist them to plan high quality instructions for ELLs.

Teachers to receive Training:

The ESL and the Living Environment teachers will be engaged in professional developments training to target the delivery of instructions during and after school Title III program.

Professional Schedule and Duration:

1. Trasnlating Research to ESL Practice:Supporting ELLS Achievement in Secondary Schools Part I. December 5, 2014 9:00-3:00 PM

Provider UFT Manhattan

2. Trasnlation Research to ESL Practice: Supporting ELLS Achievement in Secondary School Part II. December 16, 2014 9:00-3:00 PM

Provider UFT Manhattan

3. The New York State Association for Bilingual Education (NYSABE). The Annual 2015 NYSABE Conference March 12-14, 2015- Duration to be announced.

Provider: DOE

4. Book Study Group: Book Tittled "I Read It But I Don't Get It" by Chiss Trovani (Infusing Literacy Across Content Areas) 4-5 PM January 21, February 11, and March 4, 2015 from 4-5 PM

Provider:

Benny Urena, Assistant Principal- ESL and Humanities.

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

Part D: Parental Engagement Activities

Begin description here: _____

- Rationale:

We understand that many our ELL parents may not know our educational system and the resources available to them and their children. We also know that most of our students' parents do not live close to our school and that many of them have to travel from the other boroughs; therefore, it is very important to know what is the best time, day and date they can travel to our school. In order to determine their interests, we are in the process of conducting a parent survey in which we ask parents to indicate which days of the week they are available to visit us.

- Schedule and Duration:

January 28, February 11, and March 18, 2015 From 5-6 PM.

- Topics to be covered:

1. College Process specifically designed for ELL Parents for students in 11 and 12 grades.
2. High School Requirements specifically designed for ELL Parents for Students in 9 and 10 grades.
3. Training in Skedula to help parents monitor their child's daily progress.
4. Assessments: Common Core Learning Standards/Career and College Ready. What does it mean to an ELL Student?

- Provider:

Benny Urena, Assistant Principal
Lia Delgado, Guidance Counselor (9th and 10th grades)
Edward Mainzer, Guidance Counselor (11th and 12th grades)

- How parents will be notified:

All written and verbal communications will be provided in Spanish, Haitian Creole and French. There are staff members within the school that can offer this service to parents. For the low incident language, we will request a translator for the day of the activities from the Office of Translation Services.

Part E: Budget

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

Allocation Amount: \$0

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. 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• 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 03	Borough Manhattan	School Number 494
School Name The High School for 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 Anne Geiger	Assistant Principal Benny Urena
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Jose Soto	School Counselor Lia Galeano
Teacher/Subject Area Oscar Ramirez	Parent Carmen Castillo
Teacher/Subject Area Gricelda Nunez	Parent Coordinator Roy Balgobin
Related-Service Provider Maria Broughton	Borough Field Support Center Staff Member
Superintendent Fred Walsh	Other (Name and Title)

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 not currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	600	Total number of ELLs	55	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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	55	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	11
SIFE	12	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	10

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	27	7	1	11	5	3	17	1	7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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	22		20		8		5		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										21	12	4	2	0
Chinese													1	0
Russian														0
Bengali											2	1		0
Urdu														0
Arabic												1		0
Haitian												1		0
French										1	4	2	1	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1		1	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)										2	1	0	1	0
Transitioning (High Intermediate)										4	6	3	1	0
Expanding (Advanced)										8	9	2	8	0
Commanding (Proficient)										0	0	0	0	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	5		0	
Integrated Algebra/CC Algebra	14	0	6	0
Geometry/CC Algebra	3	0	1	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	1	0
Living Environment	16	0	1	0
Physics				

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	16	0	1	0
Geography				
US History and Government	11	0	2	0
LOTE	0	0	0	0
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.
We assess every student in our school reading level within the first month of school. We perform the performance series assessment, and the San Diego Quick reading assessment. These assessments gives us a snap shot of the reading levels of our ELL students in English. Data shows more 9th grade ELL - and weakest areas are reading/writing. Suggest need for additional support and will consider these needs for PM/Saturday programs as well as the after school Title III program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Across grades, the data reveals that students are more proficient speakers and listeners of English than readers and writers. The data suggests that as students are promoted to the next grade, their English proficiency is advancing. This data is derived from analyzing NYSESLAT scores of our ELL population, for whom a NYSESLAT score was given (as reported on the RLAT). Currently, we have an ELL population of 55 students (grades 9th-12th), however data (broken down by modality – listening, speaking, reading, writing) The students' scores will then determine their level of placement for ESL instruction. It should be noted that the NYSESLAT reports modality scores as pairs (Listening/Speaking and Reading/Writing) and not as individual components. According to the data, there are 4 students who are the Entering level, 4 students at Emerging level, 15 students at the Transitioning level and 27 students at the Expanding level. An increasing amount of students have mastered their prroficient interpersonal communication skills). However, these students need additional support with reading comprehension and writing. This accounts for a higher number of students scoring at the Expanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Considering that the majority of our ELL population is composed of Transitioning to Expanding listeners and speakers of English and that their placement was largely based on their reading and writing scores, our curriculum focuses on heavily on literacy skills. Specifically, we offer a literature-content based curriculum that focuses on improving students' reading and writing skills while fine tuning their academic speaking and listening skills. For this teachers use the Seven Habits of an Effective Reader. The AMAO is used to help us see the progress of the students over time. It is especially helpful in getting to know our new students. It assists us in programming students appropriately and avoiding mid semester adjustments. In conjunction with NYSESLAT results for

listening/speaking and reading/writing, benchmark exams, writing samples, verbal presentations, and Achieve3000 data, we program students according to ENL levels and the specific strengths and needs of the individual students. Each teacher develops a goal tied to the NYSESLAT for each class. Each student writes a personal growth goal in advisory class that is reviewed with each benchmark exam/report card and analyzed for revisions.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - 4a. Since much of the information in our current world is transmitted through oral exchanges, our students achieve a much higher score on the listening/speaking portion on exams. They continue to struggle with formal areas of writing and reading. Texts that are dense are even more difficult for our students to master. When exams are available in a student's native language, they have scored higher. However, not all exams are available in all languages.
 - 4 b. School leaders and teachers are using ELL assessments to make decisions about programming and course content. In addition, student work is evaluated for growth and used in creating support systems.
 - 4c. What we are learning from the assessments is that our students are making progress, but for many of them, the progress takes longer than 6 years. Home language is used in translated materials; however, teachers teaching core subjects are not bilingual and they depend on those translated materials such glossaries to help the students understand what is happening in class.

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.](#)]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers careful plan based on each individually. Language and demographic data is shared with all teacher of ESL students. Teachers plan collaboratively weekly. We partner our ESL teacher with a teacher from each subject area to design instructional strategies to plan for students. Professional development will be put in place to assist teachers as to how to go about differentiating and scaffolding in their subjects so that ELL students continue their academic improvements. In order to measure success in the new language, we review students Midterm and Final Uniform Exams data, January and June Regents as well as the NYSESLAT and teacher's generated exams, projects and research. This data is carefully reviewed during CPT and Grade Team Meetings.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Students in the Freestanding ESL program receive all of their core content area instruction in English. Depending on their placement (as determined by the NYSESLAT/LAB-R), our Ells receive 1-3 periods of ESL daily, as mandated Teachers use both formative and summative assessments throughout the school year to determine the performance of ELLs in their classroom. These assessments provide teachers with information to inform their instruction. Teachers determine whether or not students are learning the skills they need to attain, which are aligned with the state standards.

Special emphasis is placed on writing across the curriculum. The Writer's workshop model is a key component of the ESL curriculum. There is also a strong reading component to instruction for students that placed at the transitioning level. They also engage in analysis of text across content areas. We measure their success in writing through both teacher made tests (Midterm and Final) and standardized tests in each subject across the curriculum.

The NYSESLAT also serves as an evaluation tool for ESL teachers, as it helps to determine whether or not students are progressing in the way they should and what areas remain to be a weakness.

The results of these assessments helps us to determine what new programs we may need to institute and what areas we need to focus on to enhance the academic performance of ELL students.

Part IV: ELL Identification Process

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

1. 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.

At Arts and Technology High School, newly admitted students receive their first interview with the Assistant Principal Urena, During the interview, both students and parents are provided with any additional information necessary about the school and an informal interview is conducted for students who may be in need of ELL services. Assistant Principal Urena provides the parents with the Home Language Identification Survey (HLIS) and explains its purpose. Assistant Principal Urena is bilingual in Spanish but in the event that another language is needed, there are individuals on staff and in the six other schools that share the building, who will interpret information and work with the parents in the present of Assistant Principal Urena. The Home Language Survey is then completed with the Assistant Principal Urena.

Once a student is identified as a native speaker of a language other than English and the information is provided on the HLIS, Assistant Principal Urena administers the NYSITELL. The NYSITELL is administered within 10 school days. If the NYSITELL assessment determines that the student is in need of ESL he/she is provided with services as mandated by the state and is entitled to receive services until determined otherwise by the New York State English as a Second Language Achievement test (NYSESLAT). If a Spanish speaking student is not successful on NYSITELL, the Spanish LAB is administered to determine language dominance.

2. 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).

The ENL teacher administers the SIFE questionnaire. All teachers and guidance counselors observe the student in academic and social situations in English and their home language. The student's progress is discussed during weekly grade level meetings. This takes place within 30 days of enrollment.

3. 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).

Our Language Proficiency Team consists of guidance counselors Lia Galeano and Melissa Payne, ENL-licensed teachers Jose Soto, Griselda Nunez, and Assistant Principal Benny Urena. The LPT confers with the Committee on Special Education which consists of AP Urena, SE/ELA teacher Ms. Breier, and Ms. Klempler (School Psychologist) to determine whether or not a student's disability may be impacting the student's ability to speak, read, write, or listen in English.

Based on the recommendation of both committees, which includes parent input (especially during the annual IEP meeting), the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent’s preferred language is sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Families have 20 days to accept or reject the recommendation. Generally parents are part of the IEP meeting and decide and sign the paperwork at that time.

4. 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.

Assistant Principal Benny Urena sends these letters to parents within five school days after determining the NYSITELL score. After the tests are scanned, Mr. Urena calls the parents to tell them whether the child is eligible for ESL services in their home language. They tell then that they are sending home the letter with the child and that it must be signed and returned the next day. If the child forgets it the next day, the parents receive another phone call in their home language. If the child forgets the letter again, the parent is asked to come in to sign the letter.

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).

Our bilingual guidance counselor Lia Galeano meets with parents to discuss test results in their home language and explain the appeal process. The letters are given to the pupil personnel secretary, who files them in the child's permanent record.

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.

Onsite orientation is given to parents within ten days of for newly registered students who are ELL eligible based on the HLIS report and NYSITELL testing. This orientation is provided by a licensed ESL teacher and/or Administrator. The NYCBOE Parent Orientation video is shown in the parent’s native language when available, ELL program options are explained to the parents, and an overview

of the programs currently offered by the school is given. The parents then indicate their program preference by completing the ELL Program Selection Form. Eligible parents are given this orientation is provided within ten days of registration to facilitate their child's appropriate placement into the ELL program of the parents' choice. Once a student is identified as an ELL, the parent is called and a letter is sent home to alert the family of the student's new program in Spanish and/or French parent's preferred language. If parents failed to return survey than the bilingual program is the default placement for the student.

In September, letters are sent home informing families of their child's score on the NYESLAT exam. This letter explains the score and what level their child is currently performing at. To follow up, parents of continuing and newly registered ELL's are invited to attend an ELL Parent Orientation in the month of October. During the orientation, program options are explained once again to parents through the use of the NYCBOE ELL Parent Orientation Video, Guide for Parents of English language Learners brochure, and verbal explanation. Parents are requested to indicate their program preference for the school year by completing the ELL Program Continuation Form or Program Selection Form. If the time comes where enough families have requested a TBE/DL program, the administration will work with network support to begin the transition to a TBE/DL program. This would change the structure of our free standing ESL program which would in turn, change the staffing at our school. Parents would be informed continuously as changes occur.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Arts and Technology ensures that entitlement letters and the Parent Survey are given to parents when they enroll their child in school. Assistant Principal Urena, collects the Parent Survey at the time of enrollment. He gives the completed forms to the Pupil Personnel Secretary to secure in the student's permanent file in room 387. If parents would like more time to explore their options, they complete this form at home and mail it in or send it back with the student. If for some reason the parent does not return a program selection form, Assistant Principal Urena and/or Attendance Teacher Mr. Marte follow up by phone or, if necessary, a home visit. Parents are advised that if they do not complete this form, the default choice is a TBE program. Generally the parents choose an ENL program that is available at Arts and Technology. We do not have sufficient numbers of students in a particular grade to offer a TBE. If parents want their child to enroll in a TBE, our Guidance Counselor Lia Galeano helps them with the transfer process by contacting the enrollment center for ELL transfers and finding out options that best fit the student. Continued entitlement letters are distributed and collected by Mr. Urena in the fall when the NYSELAT scores from the previous May are released. All correspondence is made in the parents' home language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Assistant Principal keeps record of those parents who have not returned the Parent Survey and Program Selection forms. However, parents are required to fill out and return these documents during the interview process. If for some reason the parent decides to take these documents to be completed at home, the Attendance Teacher and the Assistant Principal contact parents by phone and/or home visit if it is necessary. This last step is taken after repeated attempts to contact parents by phone. This information is provided in Spanish and French, parent's preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. All placement parent notification letters are mailed to parents in Spanish and/or French, parent's preferred language. This is done the first two weeks in September or late August by Assistant Principal Urena.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All records are maintained and filed according to student name in the Guidance Office, especially, parental information, programming, Home Language Survey and Program Choice. Assistant Principal Urena is responsible for maintenance of records of ELLs.
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 use the RLER report from ATS to determine the students eligible for the NYSESLAT. This list is cross checked by the ESL teacher Mr. Soto and assistant principal Urena. The speaking portion of the NYSESLAT is administered the first week it is available. The list of NYSESLAT eligible ELLs is split among Ms. Breier, Special Ed. and Assistant Principal Urena. A spreadsheet is created to record all students' completion and scores. Assistant Principal Urena then creates a calendar of when each student will be administered the speaking portion of the NYSESLAT. The language paraprofessionals make phone calls home reminding the parents of the exact day of the NYSESLAT. News of the NYSESLAT is sent to parents in their preferred language, and phone messengered home. Students missing the exams receive follow-up phone calls home by ENL teacher Mr. Soto.

The reading, writing, and listening sections of the NYSELAT are given at the same time to all eligible students, during the first few days of the testing window. Students are told in class of the upcoming NYSESLAT, letters are sent home in the native language informing parents of the exam, and the phone messenger reminds families of the upcoming NYSESLAT exam in the parents' preferred language. Students who are absent for the exam receive phone calls home by the paras or teachers to remind them of the missed exam and to come to school the next day to make up the exam. Make-ups are done by AP Urena, and/or Mr. Soto during the

testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Under the new CR-PART 154 all those students scoring Commanding in the NYSESLAT continue receiving one period of ESL. Support that was in place while they were entitled continue regardless of their status. Letters are mailed to parents indicating the services and supports their child is entitled to continue receiving in the Parent's preferred language.
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).

The trend has been that 95% of parents choose to keep their child in free standing ESL. Two percent of parents requested that they would like their child placed in a Bi-Lingual Education Program. Because of parent choice, students are programmed for free standing ESL. If the number of families requesting another program increases we will begin to research how to implement these changes. However, at this time, we are not able to offer a TBE/DL program. students are programmed according to their NYSESLAT scores. Parents are notified of their child's placement in FreeStanding ESL. At this time, the program offered at our school is aligned with the parental request for Freestanding ESL.

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.

Students are programmed into ENL classes based on their literacy levels. Beginners (Entering receive 3 classes per day.) At least one is a homogenous pull out class with students working rigorously with an ENL teacher to develop letter-sound recognition, build vocabulary and develop an understanding of English grammar and sentence structure. At least one class is a push-in so the ENL teacher and can support the students in the content area and help them develop skills within that class as well as modify the lesson. Advanced (Expanding and Commanding students take one push-in ENL class. High intermediate students (Transitional) take 2 push-in classes. In ninth grade there is a group of ELLs that travels together since the overwhelming majority of ninth graders need the same exact classes. 10-12 graders get individualized programs based on their needs. Former ELLs generally have one push-in class. They also have the option to attend the Title III after school or Saturday Academy.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

Entering and Emerging students receive ten (10) ESL classes of 59 minute classes per day, which is equivalent to 590 minutes per week. This exceeds their mandated time, in order to provide them with additional support. Transitioning students receive seven (7) ESL classes of 59 minute classes per day, which is equivalent to 413 minutes per week. Expanding students receive four-five (4 or 5) ESL class of 59 minute class per day, which is equivalent to at least 236 minutes per week. Each of the proficiency levels exceed their mandated time in order to provide them with additional support. This year, our self-contained ELL students are receiving 4 periods of push-in support, in addition to their separate ESL class. There are 7 periods within the school day. ELL students are programmed according to their proficiency level and their required content area classes. Push in services are provided as needed to meet federal mandates.
 - b. If a student is Expanding they are provided with 1 period of ELA daily. The ESL class acts as a support for the Expanding students

who are taking ELA. If a student is Transitioning, Entering and/or Emerging, they receive ELA services via their ESL class.

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.

As a small school with only a free-standing ENL program, the language of instruction in all classes is English. All lessons are differentiated for ELLs. The teachers scaffold instruction for the different proficiency levels including leveled texts, guided reading, jigsaws, etc. Home language supports are added to word walls in all classrooms, translated on texts, and verbally discussed with the assistance of language paraprofessionals and bilingual teachers. All teachers have been trained in ENL strategies and are encouraged to use Achieve3000 to have appropriate leveled texts to use in their classrooms. All classrooms have SmartBoards so the content is written, projected in English and students' native languages (although generally only spoken in English to the class). Analysis of our ELL assessment data occurs at grade level meetings, by ENL teachers, by the LAP team, and by the inquiry team to discover patterns and synthesize their use in daily lessons. Materials used in the ENL program include articles from Achieve 3000, NY Times Articles, a variety of books on varying levels to meet the needs of each student, and NYSESLAT review books. Students use ipads for research, writing essays, and making presentations. There is pattern of stronger development in reading, good progress in listening and speaking, and students' struggling most with writing across all grade levels and proficiency levels. This has led the ENL teachers to focus on literacy development and infusing the curriculum with activities designed to scaffold the development of reading and writing. These activities will focus on using the strengths of the students' reading comprehension skills already developed to increase writing skills through the use of recently created, school-wide annotation skills, graphic organizers, note taking sheets and other scaffolding strategies for the development of writing. Every lesson in every content area is CCLS aligned. Teachers have been trained to incorporate reading, writing, listening and speaking into every lesson. In addition, the ENL and ELA teachers have developed curricular activities that allow students to use their proficiency in listening, speaking, and reading modalities to create learning experiences that lead to more writing activities. For example, students have opportunities to discuss topics in cooperative groups that they will then be the focus of a written essay.

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

We are fortunate to have a Spanish speaking faculty members who can evaluate students. In the instance that we have a student who speaks a language that our school cannot support, we seek out help from outside sources and from within the DOE. All ELL students are offered Regents in their native language when available. All ELLs and former ELLs are given bilingual glossaries for all exams. Most classroom tests are translated, and all students always have access to bilingual glossaries and dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Student are individually planned for and schedule to be assessed in each modality based on their proficiencies in each modality. Based on the results of these students are periodically assessed both formal and informal to track their progress. The quarterly benchmark exams include listening, speaking, reading and writing. Additionally, all teachers are required to include at least one presentation each marking period to ensure students are able to present their research findings to the class. Our benchmark exams include reading comprehension and speaking. Teachers keep a running record of listening and speaking skills to track and target specific skills such as speaking in complete sentences, vocabulary development and usage, voice and mechanics. Additionally, weekly quizzes and monthly exams/projects track academic progress.

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. All SIFE students are programmed for our free-standing ENL program. They are given additional literacy-based activities integrated into the ENL curriculum. They are also programmed for HLA if they are Spanish or Chinese speaking to provide additional language development in their native language and to help transfer skills from their native language to English. Additionally, they receive 40 minutes of AIS three times a week and are encouraged to attend the after-school tutoring program and our after-school Title III program. Their records are reviewed in Advisory/Leadership class and by guidance counselors. Counseling is offered as needed.
 - b. Our ELL students with 0-3 years of ESL service receive extensive ENL support in ELA through a co-teaching model and receive two periods of ESL classes to ensure they are getting the basics that they need and are using all four

modalities. Students will read and write, but also practice pronunciation, recite poems that they will analyze, and perform poems they write. Additionally, a translation paraprofessional is in their classes 8 times per week to develop the transfer of skills from their native language to English. The language of instruction is English and the teachers scaffold instruction for the different proficiency levels. They also maximize cooperative learning activities. The use of technology (Smartboards and LCD projectors) has enabled our teachers to write and project much of what is said in class to support ELL reading and writing skills.

c. Our entitled students who have between 4-6 years of service receive instruction focused on the development of reading and writing, the language modalities that they struggle with the most. During the instructional day, students receive ESL instruction in all four language modalities but with a particular emphasis on reading and writing. This instruction is through theme-based units based on and connected to the ELA Curriculum, which is CCLS aligned. The curriculum is supplemented with a short story unit, interactive drama unit, memoir unit, Achieve 3000, and other teacher-created curricula. This curriculum uses the reading/writing workshop model. In ESL and ELA classes, students are trained in reading comprehension strategies through the Reading Rewards Program and the Seven Habits of Good Readers. Classroom libraries in ESL and ELA classes provide opportunities for students to read and write about literature at their appropriate reading levels. In writing workshop classes students learn how to develop their writing in stages using the writing process, particularly revising and editing their work. In other content classes, teachers use ESL methodology to support student learning. In particular, they use scaffolding strategies, provide differentiated assignments, differentiated texts (some through Achieve3000) and focus on academic language (process words – describe, compare- and word walls with native language supports) that students need to be successful in their content. The Noteworthy series and Achieve3000 writing section are also used to support the development of the writing process.

d. Long-term ELL (LTE) students have received 6 or more years of service. LTE students attend AIS for 40 minutes, 3 times a week, and all ELLs are encouraged to attend our afterschool Title III program. They receive the same instructional program listed above for the students who have received 4-6 years of service. In addition, teachers are aware that these students have stronger speaking and listening skills than reading and writing skills. They participate in the ESL program with curricular activities designed to enhance their test taking skills and to develop their reading comprehension and writing and organization of writing skills. These students are proficient in speaking and listening so their strengths in these areas are used to support their development of reading and writing skills with an increased emphasis on writing. Our long term ELLs often struggle with the academic language imbedded in standardized exams and texts so vocabulary development is also an important part of this curriculum as well. Five of our long term ELLs are also SWD and should be x-coded as their skills in English have far surpassed their skills in their native language. Of these five, none had attended school in their native language and therefore do not read or write in their native language. All former ELLs (within 3 years) are given 1.5 time, translated versions of exams and bilingual glossaries and dictionaries. For the English Regents, the ELLs and former ELLs receive a third read of the listening portion of the exam. Additionally, ELLs receive at least 90 minutes of ESL classes weekly either as a co-taught ESL class in ELA or social studies or a standalone ESL class.

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.

This new requirement and responsibility will be, first share with all stockholders so that they understand the law and regulations that protect both parents and students of ELL when it comes to the Re-Identification Of ELLs in our school. This new document will be shared with all stockholders within our school community. Parents and students will be informed during the interview process and/or in writing as necessary of their rights to appeal. Once all parties understand the new regulation, the assistant principal and principal will follow Phases 1 and 2 as underlined in the ELL Policy and Reference Guide, Re-Identification of ELL Status. Main office personnel, teachers, guidance counselors, students 18 years or older and parents will be instructed to guide all appeal communications in writing address to the principal or assistant principal. Thereafter, the process will begin according to the underlined law in phases 1 and 2.

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?

The following is a list of instructional strategies that teachers utilize while teaching ELLs and SWDs:

- Building and Activating Schema
- Vocabulary and Language Development
- Guided Interaction
- Metacognitive and Authentic Assessment
- Explicit instruction
- Meaning Based Context
- Using Universal Themes

Chart

- Modeling
- Graphic Organizers
- Visual Aids and Realia

ELL- SWDs are provided with NYS approved text books. In addition, students are provided with additional materials that are high interest/low readability to support our various learners. Many of the materials used in classes are content specific and teacher made and/or made by companies. Assessments are created to support the learner in order to show the teacher what they know and are able to do. Currently, we have an IEP coordinator who reviews the IEPs and informs teachers of the needs of their students. In addition, teachers have access to electronic copies of the IEPs and of SEISIS. Because the programmer, the ESL teacher, and the IEP coordinator work closely together, SWDs are programmed accordingly for ESL. In addition, reports are constantly being run to check a student's status.

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?

For our ELL and SWD populations, we have great flexibility in choosing curricular and modifying instruction. Teachers meet on a daily basis and are working towards creating curriculum that meets the needs of their diverse population. As we move towards a more project based school, ELL-SWD have more opportunities for success on assessments. These projects will offer students the opportunity to acquire content knowledge creatively. Student work is constantly evaluated and quality feedback is given to students. Patterns in instructional needs are used to inform instruction and make curricular decisions. Teachers plan scaffolded lessons for ELLs in content classes; i.e. history, math, science. All teachers have common planning time and direct PD is delivered to all teachers with regard to ELLs. All classes are heterogeneously mixed and include ELLs, SWD, and Gen.Ed. students.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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.)	
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.

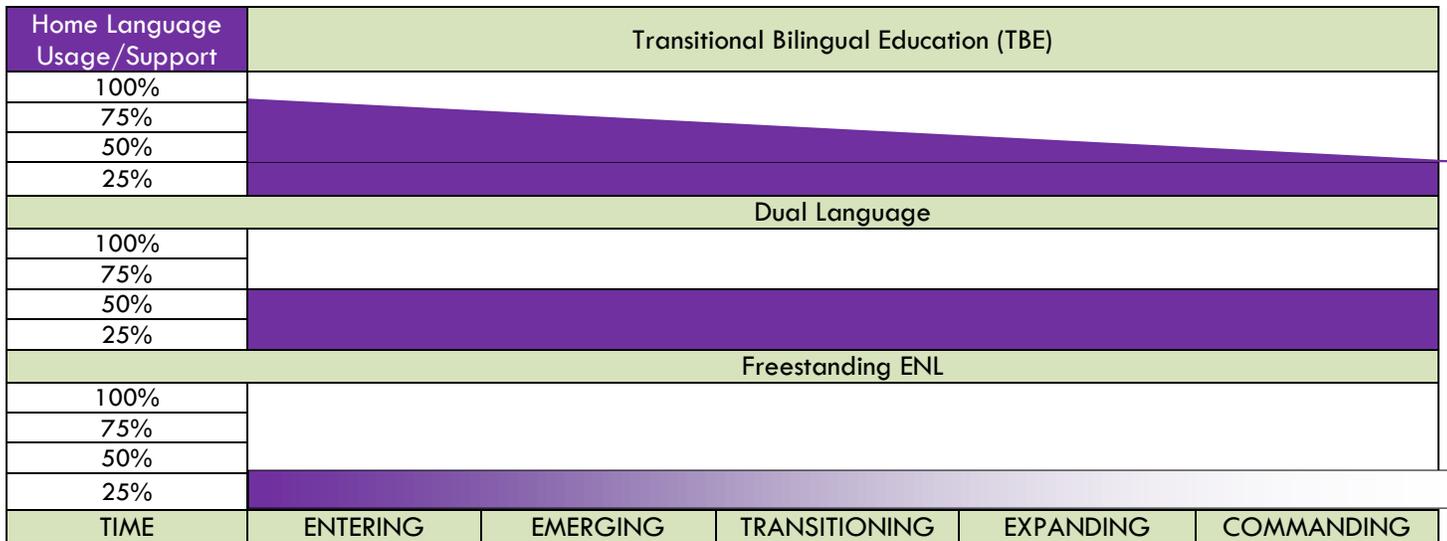


*Note: “other approved services” does not apply to New York City at this time.

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. All intervention programs for ELLs in ELA, math, social studies, and science areas are offered in English only. In order to increase reading comprehension across the board, ELL students use the FAST FORWARD program. This reading comprehension and writing program builds the foundation skills for readers and writers. Every class in school requires that students read and write, so the FAST FORWARD program is a cross curricular approach to building necessary skills. Our Academic intervention programs include the ELL Academy, Saturday School, and lunch and learns. In addition, advisories are utilized as a time where students work in teacher directed tutorial groups. Here, advisors can monitor student progress and support students across the curriculum. Finally, students are able to receive tutoring during PM under the new 75 minutes Parental Outreach Day on Tuesdays.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At the present time we are looking very closely at the data our ELLs are producing both in NYSESLAT and their progress in the acquisition of the English language and the results in the Regents. In terms of the acquisition of the English language, our ENL is proven to be effective. However, in terms of content areas, ELL students continue to struggle. This is true since most content area teachers do not speak the student's native language, especially Spanish. It is important that we hire more bilingual teaching staff. In the meantime, in order to address and assist the teaching staff, we are planning professional developments in which the teachers will receive training on how to differentiate their lessons to target ELL students as well as how to scaffold the materials for ELLs. In addition, this year instructional focuses are to increase and promote literacy across all content areas through the implementation of the Seven Habits of an Effective Reader, Front-loaded vocabulary, Accountable Talk and Questioning and Discussion Techniques. These instructional focuses are all aligned to CCSS and Danielson Framework for teaching effectiveness. Teachers will be implementing the Looking at Student Work Protocol during Common Planning Time to closely monitor ELL understanding and comprehension of content materials. Based on this study, they can put into action a plan to target a specific group based on the needs of the student(s).
12. What new programs or improvements will be considered for the upcoming school year?
- Expanding students will be programmed as a group rather than mixing the group with the Transitional levels. ESL classes were reworked so that the guidance counselor, parents and students understand what level of ESL they are on. The rest of the programs remain the same.
13. What programs/services for ELLs will be discontinued and why?
- None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students receive an instructional program with the same emphasis on academic rigor as the rest of our student population. They attend classes integrated with the entire student body except for designated ENL self-contained classes for beginners (and some intermediates). ELLs are expected to read and deconstruct complex texts. They produce complex writing and presentations that reflect comprehension of academic principles and concepts as well as proficiency in different modes of academic discourse. They exhibit academic and technical proficiency in the use of technology to do research, communicate new learning, and create products that require multi-step tasks and self-monitoring strategies. Students also engage in group discussions that require problem solving, analysis of evidence and data, peer conferencing, and the use of oral and written academic language.
- All ELLs are mandated to attend AIS after-school. After-school programs that are available for all students including ELLs are dance, SAT prep, and credit recovery in math, English, science, and social studies. Additionally, Title III is available for ELLs only. After-school, our Title III program focuses particularly on the reading and writing skills needed to pass Regents exams and the NYSESLAT such as reading comprehension, test-taking strategies, and essay writing. We also received the "Additional Credit Accumulation Opportunities for ELLs Grant" which will incorporate Compass learning online, Saturday programs and additional after-school hours. All ELLs were invited to attend the Title III after-school program and the "Additional Credits Saturday Program."
- ELLs are in college bound courses. They are on the bowling team, glee, handball, ping-pong and other teams. They take electives and are given equal access to all courses. Our ELL students are well integrated into our school community.
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.
- Last year we purchased classroom mini-library reading materials at different levels to support our ELL students in receiving core content reading in the ESL classes so that the ESL teacher supports core content within the lesson. In addition, we completed our Shinning Star full selections so that the students engage in core content reading materials as they gain language proficiency. We provide dictionaries and content glossaries in Spanish, French, Bengali, Arabic, and Chinese. For those low incident languages, we seek the assistance for the DOE personnel for translation of materials if necessary.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in ENL by registering students in Spanish classes. Since the majority of our ELLs are Spanish speaking, we are planning to offer Spanish Native classes so that those students can advance and take the LOTE. Therefore, we will be able to open and Spanish Language Advanced Placement Course. Staff supports one another to translate letters, assist in creating trilingual word walls, translating exams, and phoning home.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The assistant principal of supervision make sure that all ELL students receive the mandated required services such as the number of periods and hours of ESL instructions, testing accommodations and translated materials when available in their native language. For those low incident language we hire DOE approved translator or interprectors. We have content glossaries and dictionaries to assist all our ELL students in different grade levels.

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).

There are three Open house fairs at our school before new students are enrolled in our school. During these fairs, the parents are guided in their target language of the school expextations and policies as well as the rights they have as parent of ELLs. ELL students also participated in these fairs. In addition, there are grade assemblies throughout the school year. The first one took place during the first week in the school year. In these assemblies guidance counselor and parent coordinator along with the assistant principals the principal gather in the school auditorium to guide all ELL students where to go if they have concerns or questions and the service available to them in our school. During these assemblies we talk about high school graduation requirements in each of the grades and promotion criterias, student contract expectations and policies, latenes, absences , after school programs, traveling from the physical education room to the science labs and cafeteria to our floor. We also pair newly ELL students with students already in our school so they can help their fellow classmates to navigate our campus.

19. What language electives are offered to ELLs?

Spanish.

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)?

N/A

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.)
Professional development for teachers of ELL's will be facilitated at a school wide level. There is a School Professional Development Committee in place who along with Assistant Principal Urena, Principal Geiger, Spec. Ed. Ms.Breier, Guidance Counselor Lia Galeano and Secretary Kim Tabala have decided on the topics they need to further develop their teaching craft. There are 80 minutes allocated for Professional Development workshops which take places on Mondays from 2:20 to 3:40 PM and Tuesdays from 2:20-3:30 PM. In addition, Each department meets individually with the ELL Team to discuss professional development topics related to instruction and testing modification, teachers will receive memos which identify ELL's and testing modification during Common Planning Time (CPP). Also, the Assistant principal of supervision meets each department to discuss the alignment of their curriculum with common core, and DanielsonFrameworks. All teachers have common planning time Wednesday-Fridays and Grade Team Meetings on Mondays and Tuesdays. Teacher teams address and plan instruction targeted for special populations such as ELLs and SWD.
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?
All teachers are engaged in the School Professional Development Plan for the school year. In addition, teachers are strongly recommended to attend professional development workshops organized by the UFT, regional and out of state according to their individual needs. Professional developments are all targeted for teachers to make adjustments and align the curricula to the CCSS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In our school, all students are registered in the Advisory classe. The staff are provided with the AVIDS curricula to help them transition our students from Middle School to High School. We also organize grade assemblies where staff are supported on how to help ELL students transition. The assistant Principal meets with staff regularly to guide and recommend new strategies as to how to go about assisting ELLs to transition.
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.

We provide additional professional development opportunities to further develop pedagogical skills of staff who work with the ELL students.

The following ELL training and professional development and support will be provided to our teaching ESL staff during the 2015-17 school years:

- 2 school-wide, all-staff professional development sessions will be given on the subject of scaffolding instruction and best practices for ELLs, one during the fall and another during the spring.
- ESL teacher will receive the opportunity to attend professional development workshops offered through regional and national (TESOL) organizational trainings.

Records of professional delopment are maintained at the Assistant Principal's Office (Mr. Urena)

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?

This school year our school is in a single session; therefore, there are 75 minutes allocated to contact parents in writing, through phone calls and/or have them visit our school to keep parents up-to-date on their child's academic and non-academic progress. During this 75 minutes, we are also planning to create a team composed of the child's teachers, Guidance Counselor, Assistant Principal, if necessary, school social worker and psychology to review student's record, language acquisition, assessments in all content areas and assess the challenges the student is having so that a Student Intervention Plan is developed by realistic next steps. A school personnel will be available to translate for the parents. For those low incident language, a translator will be contacted from the DOE website. Parents are also invited to our Curriculum Night/Parent Night so that they follow their child's daily schedule. This way, they know the school expectations and policies in regard to Curricula and the new CC Standards.

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.

Our school requires that all teachers maintain records of phone calls and letters sent to parents in a binder. These data is reviewed six times within the school year during the Scholarship Report meetings conducted by the assistant principals and principal. All parents are required to report to the Main Office to sign in when they visit our school so that we maintain record when the parents visit us and the reason(s). This year, guidance counselors will be required to meet with individual ELL parents to go over student's transcripts, graduation requirements and college and career ready.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our ELL parents are invited to all our school performances such as Talent Show, POT Luck party, Honor Roll celebration, Perfect Attendance Awards evening, PTA meeting. This year we have the first ELL parent as member of the School Leadership Team. Parents are also invited to participate in our annual school trips programmed every year by grade levels. For example, all 9th grades will go on a 3 day trip to upstate New York to Frost Valley, the 10th graders will go to Great Adventure and so on. Parents are invited as chaperones. Interpreters in French and Spanish are available at every meeting. Every flyer and letter home is translated in-house by our Spanish and French personnel and goes home in at least three different languages-- English, Spanish and French. The parent coordinator utilizes the DOE translation via email and interpretation unit (718) 752-7373 ext. 4 when a staff member who speaks the language needed is unavailable. Translators are present at all events when parents are involved.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

At the present time and as a new assistant principal at the school, it is my intention and priority to partner with agencies and/or Community Based Organizations to provide workshops and/or services to ELL parents. In this new endeavor, I will involve the school parent coordinator, college office coordinator and our two guidance counselors.

5. How do you evaluate the needs of the parents?

The needs of our ELL parents are evaluated through a survey that is mailed to parents at the beginning of the school year. However, this year this survey will be given when they visit our school on the day of admission for those new parents. For parents of registered ELL students, the survey will be mailed in October. Interpreters in French and Spanish are available at every meeting. Every flyer and letter home is translated in-house by our Spanish and French personnel and goes home in at least three different languages-- English, Spanish and French. The parent coordinator utilizes the DOE translation via email and interpretation unit (718) 752-7373 ext. 4 when a staff member who speaks the language needed is unavailable. Translators are present at all events when parents are involved.

6. How do your parental involvement activities address the needs of the parents?

Our activities are tailored according to the responses we gather through the survey. In the survey we indicate if the parents are interested in attending activities that address graduation requirements, college and career readiness, SAT readiness and process, College application process, Financial Aids process, understanding report cards, logging onto to Skedula and monitoring their child's daily academic and non-academic progress, assistance in translations and where to go and who to get in touch by phone in their native language when they have questions or concerns about their child's academic and non-academic progress.

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.

School Name: **Arts and Technology**

School DBN: **O3M494**

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)
Anne Geiger	Principal		10/29/15
Benny Urena	Assistant Principal		10/29/15
Roy Balgobin	Parent Coordinator		10/29/15
Jose Soto	ENL/Bilingual Teacher		10/29/15
Carmen Castillo	Parent		10/29/15
Griselda Nunyz	Teacher/Subject Area		10/29/15
Javier Figueroa	Teacher/Subject Area		10/29/15
	Coach		10/29/15
	Coach		1/1/01
Lia Galeano	School Counselor		10/29/15
Fred Welsh	Superintendent		10/29/15
	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: M03494 School Name: The High School Of Arts and Technol
Superintendent: Fred**

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.

The main assessment used in our school to identify limited-English-Proficient Parents is our Home Language Survey as well as ATS Reports and more importantly our Student Emergency Contact Cards. Parent's preferred language for both written and oral communication are Spanish and French as well as Fulani, Bengali, and Chinese, Arabic and Haitian. We also created a report with the languages that the parents speak by class and grade with is updated regularly by Assistant Principal Urena.

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.

Most of the preferred language for both written and oral communications is Spanish but not limited to French, Arabic, Chinese, Fulani, Haitian and Bengali. This has been determined after reviewing our data gathered from HLS, ATS reports and Parent Emergency Cards.

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.)

All important documents described above are translated in Spanish. Verbal communications during assemblies, parent-teacher conferences (November and March), review of student curriculum, graduation requirements are provided to parents (September) Out-going phone messages are also done in Spanish. This new school year, we will also make morning announcements in both English and Spanish.

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.

1. Admission process in interviews-September
2. Open house-March, June and September
3. Curriculum Night-September
4. Celebrating Success Twice in the School year, Fall Semester-September and Spring Semester-April.
5. Parent-Teacher Conferences-November and March
6. Academic Progress/Child Study Team-January and May.

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 an invitation or information is being delivered to parents both in writing or verbally, the school personnel will consult the Blue Emergency cards to determine what is the preferred translation needs of the parents. We will create a document indicating the preferred translation or interpretation needs of the parents. This documents will be shared with the teaching faculty as well as other school personnels in chage of dealing with ELL students in our school. For low incident language such as Fulani, Bengali and French we will contact the Translaion and Interpretation Unit , an outside vendor or in-house by school staff 2-3 day in advance to provide parents with the appropriate translation and/or interpretation services they need. This will be planned and submit in a timely manner to the T&I Unit (or vendor for Languages the Unit does not cover) to ensure translations are distributed at the same time as English documents. In addition, we will print translated templates for school holidays, parent teacher conferences and other DOE notices available in translation at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/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.

Services will be provided as preferred for the parents. However, translations and interpretations will be provided mainly in writing and verbally and face to face as needed. The bilingual staff will be Ms. Salcedo for Spanish, Mr. Stewart, French.

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.)

During faculty meetings staff members are instructed to seek school personnel who can assist them in communicating with parents of ELLs. A list of bilingual faculty names will be distributed to the faculty so that they can contact them in advance when they are seeking to contact a parent of ELL. The faculty will be provided with the webpage where they can find translation and interpretation services when it is not available in-house.

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

New and over the counter parents of ELL students report to the Main Office in room 387 where they are provided with a packet containing the most important information such Parent Contact form, Parents' Bill of Rights and Responsibilities, Home Language Survey, Conduct, Safety, and Discipline, Interpretation and translation services are provided to parents immediately. For those parents with an appointment requiring interpretation and/or translation services arrangements are made before the parents arrive to us. This is done when the language spoken by the parent is not spoken by any of our school personnel. For example, Bengali and/or Fulani. Therefore, we will call the office for Family Engagement and Advocacy, Translation and Interpretation Unit at 718-752-7373. 90% of the parents of ELLs speak Spanish. Therefore, our school has personnel that are available to translate for the parents at any time. Notification Requirements are posted in the Main office. For written communication, our school look at the Home Language Survey and/or Parent Contact Form to determine which language preference they have listed so that we provide our parents written instructions that they can understand. We will also print notification documents from the Translation and Interpretation Unit's Intranet Site listed in Part C.

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)

At the end of each meeting or event, a survey will be distributed and/or mailed to parents to hear their concerns and questions and make adjustment accordingly.