

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M519

School Name:

TALENT UNLIMITED HIGH SCHOOL

Principal:

LINDA HAMIL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Talent Unlimited High School School Number (DBN): 02M519
Grades Served: 9-12
School Address: 300 East 68th Street, New York, NY 10065
Phone Number: 212 737-1530 Fax: 212 737 2863
School Contact Person: Linda Hamil Email Address: _____
Principal: Linda Hamil
UFT Chapter Leader: Jayne Skoog
Parents' Association President: Jordan Lipscomb & Guy Ortmann
SLT Chairperson: Guy Ortmann
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): Lenay Demetrios

District Information

District: 02 Superintendent: Fred Walsh
Superintendent's Office Address: 333 Seventh Avenue, 8th Floor
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3754 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th Floor
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 6464700721 Fax: 9173391765

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)
Linda Hamil	*Principal or Designee	
Jayne Skoog	*UFT Chapter Leader or Designee	
Leon Jackson	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Markus Arthur	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maxwell Tong	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Pierre Orbe	CSA Member	
Maria Gross	Elected Member	
Jeanne Forster	Elected Member	
Cathy Marino Thomas	Elected Member	
Joshua Wickline	Member/ Community Based Organization	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Teacher	Member/Community Based Organization	
	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.

Talent Unlimited High School (02M519) is a small school of 520 students on the Upper Eastside of Manhattan who entered through the audition process. Students come from all five boroughs and engage in a Regents bound, performing arts curriculum. Talent Unlimited's (TU) vision is to cultivate and nurture a community of compassionate, college ready " **citizen artists** " dedicated to lifelong learning and creative collaboration. We seek a balance of the arts and academics that will serve our students throughout their lives.

In supporting our vision and mission of empowering our collective community to achieve artistic and academic excellence through arts integration, while actively contributing to a creative and caring learning ensemble, TU's "Arts Infusion" and Mentoring programs are unique and important characteristics that make us who we are. TU is also a CTE school in the arts, another unique factor of our school. With arts programs meeting CTE standards, our students are prepared for career and college readiness. Our arts partnerships also support our school mission. Arts partner, Martha Graham School of Dance, helps prepare our dance students for the Arts Exit Exam needed to attain the Chancellor's Arts Diploma as well as career and college readiness. Another arts partner, Exploring the Arts, helps bridge academic and arts by supporting "Arts Infusion" within our school. They provide academic grants that afford teachers the opportunity to use arts as a tool within their course of study. This was witnessed in the video projects done in the chemistry class afforded by this arts partner. Exploring the Arts gave a \$2500 grant to the Chemistry teacher who bought an editing program and camera that helped support an incredible project within this course of study.

Our Quality Review recognized our staff share common ideals in teaching practice embedded in the Danielson Framework. These common practices include Arts Infusion and collaborative team efforts in teaching and building capacity in designing and implementing school policies and goals. An example of this collaboration is seen in the design and implementation of year-long Professional Development lead by teachers with administrative support and in the combined efforts of both academic and arts teachers running the audition process during the three month period from October through December. Academic teachers interviewed students and arts auditioned them in their art form, both using rubrics created by the staff at large.

Another strength of our school is the strategies and programs put in place to support students of special needs (with IEPs) and the "lower third". Over the last four years we have created a mentoring program where ARISTA and Rising Star students (students sustaining mastery level in a specific subject area) mentor this population of kids. We now have over 100 student mentors working with student mentees during our teacher extended days on Tuesdays and Thursdays. These mentors participated in a special Parent Engagement evening this past year where they met the parents of their mentees as part of a Team Building event. This Parent Engagement evening for our lower third population, centered around a home-style family dinner with teachers and parents talking about strategies and support for these children.

This year TU has made the most progress in strengthening "Collaborative Teacher" work and building "Strong Family-Community Ties." Although we continue to work on "Rigorous Instruction", our administration moved the staff specifically to focus on their collective strengths by: inter-visiting each other's classrooms to identify rigor within each other's instruction; lead all PD centered on Danielson's 3b, 3c, and 3d; and to use technology (Google Docs) to form a consensus on school goals and policies.

We also focused on strengthening "Family-Community Ties" by designing two additional Parent Engagement events that would help us Team Build (parent/teacher) relationships. The first event centered on an early September "Curriculum Night" that introduced parents to our Skedula System where they could monitor student progress and in familiarizing them to the units of study within each course.

The second event, mentioned above (Team Building Night) took place at the start of the 2nd semester where parents of the lower third were invited to a family dinner that connected teachers and parents in a strategy Team Building event to support their child's learning. At this event, teachers introduced the concept of "Fixed vs. Growth Mindset", where "praise for process" is valued more than test grades. The focus of that evening was to establish a common language that both parents and teachers could use to engage and encourage learning in their child.

Strengthening "Family-Community Ties" will be a continued focus for this upcoming school year. The TU administration has already met with parents over the summer to establish a "Parent Support Team" who will help create and implement parent activities scheduled throughout the year. Our pre-orientation program taking place the week prior to start of school, will have this team of parents joining our staff to speak and run the same "Mindset" activity with new freshmen parents attending with their kids on September 4th.

02M519 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	507	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	N/A	# SETSS	6	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	22	# Drama
				15
# Foreign Language	7	# Dance	8	# CTE
				7
School Composition (2013-14)				
% Title I Population	2.1%	% Attendance Rate		91.3%
% Free Lunch	50.9%	% Reduced Lunch		8.5%
% Limited English Proficient	N/A	% Students with Disabilities		6.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		34.7%
% Hispanic or Latino	38.7%	% Asian or Native Hawaiian/Pacific Islander		4.9%
% White	19.1%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.2	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		1.71
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	96.8%	Mathematics Performance at levels 3 & 4		89.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	94.1%	% of 2nd year students who earned 10+ credits		97.1%
% of 3rd year students who earned 10+ credits	87.4%	4 Year Graduation Rate		94.9%
6 Year Graduation Rate	97.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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.

Teachers were given a survey via Google Forms during a professional development focused on goal setting for 2015-16. The survey provided a menu of 16 critical attributes among the Danielson Framework. The results revealed that teachers felt a need to strengthen the following areas:

- “Students initiating higher-order questions”(3b),
- “Designing opportunities for student reflection of their understanding ”(3d),
- “Designing lesson activities that permit student choice. (1e)”.

These attributes aligned with the evaluations of both the administration and superintendent review. Among the school’s biggest strengths is the inclusion of teacher voice in shaping school goals driven by teacher led professional development. Due to this collaboration, the administration has seen a steady increase in the advance scores for teacher effectiveness. Specifically it was noted in the highly leveraged components of 3b (2.4 \diamond 2.87) , 3c (2.4 \diamond 2.89), 3d (2.4 \diamond 3.1) an increase.

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.

Goal 1: To improve teacher effectiveness focused on designing rigorous instruction activities that focus on:

- “Students initiating higher-order questions”(3b & 3c),
- “Designing opportunities for student reflection of their understanding ”(3c & 3d),
- “Designing lesson activities that permit student choice. (1e)”.

- This goal will be measurable through increased lessons designed to reflect the attributes listed above. From teacher surveys, it was determined that we will measure the success of this goal through the design of 3 lessons per semester that allow student choice, or 3 lessons per semester where students initiate higher- order questions, and/ or 2 lessons per semester where students will create self- assessment rubrics/ standards per semester pertaining to either a unit of study or project. This is an increase from this previous year were these practices were not observed regularly through walk- throughs, and teachers also stated in the google form survey they did not plan lessons to account for these attributes.

- This goal is achievable through teacher driven professional development that will meet regularly to design PD to provide support and time to infuse these attributes into their lessons.

- This goal is relevant to our teachers since these were the attributes teachers selected via the google form survey. These 3 topics were the ones that carried the most votes by the staff.
- This goal will be accomplished by June 30, 2016

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Research Based Professional Development will be designed by Teacher Effectiveness Team (TET). The TET will consist of several staff members who will observe peers during prep periods. They will utilize after school time to write up feedback and meet with teachers whom they observed. Collect informal observations about the type of needs our teachers have in their planning to support the attributes chosen by teachers. Then they will design professional development based on these needs.	All Teachers will be observed by this TET.	September 2015- June 2016	The TET is a teacher driven committee which meets bi-monthly with administration to outline plans of action.
Strategies to address needs of students with disabilities (SWDs) will occur as part of the designing professional development where students are given choice. Lessons allowing student choice will differentiate for the needs of SWDs, allowing them multiple pathways to demonstrate their understanding of a topic.	Students with disabilities (SWDs)	September 2015- June 2016	The TET is a teacher driven committee which meets bi-monthly with administration to outline plans of action.
Strategies to increase Parent Involvement will be focused on sharing this goal with parents through the SLT, PTA meetings in September, Fall “Curriculum Night”. The Spring Parent Engagement night will allow teachers the opportunity to share the lessons they have designed to help students through “initiating higher order questions”, “Self assessments”, and “allowing student choice”.	Parents school community.	September 2015- June 2016	The SLT executive board, Parent Engagement committee, and TET will meet with administration to outline plans of action.
Activities that address trust by engaging parents in smaller workshops and groups that allow them to see these lessons, their intended outcomes, and view student work through the parent engagement night in spring.	Parents school community	September 2015- June 2016	The SLT executive board, Parent Engagement committee, and TET will

			meet with administration to outline plans of action.
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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.											
The most important resources we will harness will be community members including the teachers who will serve on the TET and Parent Engagement Committees. These committees will operate after school hours and will execute PD through our school’s SBO schedule with special shortened Wednesdays, allowing 2 hours of PD weekly. The parent coordinator will reach out to parents for all events.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By the end of each semester we will have observed and/ or collected 3 lessons that “allow student choice”, or 3 lessons where “students initiate higher- order questions”, or 2 lessons where students will “create self- assessment rubrics/ standards” pertaining to either a unit of study or project. Teachers will have the option to select one of these attributes and their lessons will be collected and if possible observed to determine the level of effectiveness.										
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.

From our school’s most recent Quality Review, it was cited that

“Students and families appreciate the school's highly focused efforts to sustain a safe, respectful and inclusive environment that supports student achievement and success. (1.4) As a result of the school's commitment to arts education, college and career readiness, arts infusion and partnerships, students and adults enjoy a vibrant and rigorous standards-based education. In addition to systems that are in place to support student academic and social emotional growth, such as counseling, parent communication and involvement, the administrative team is constantly analyzing data and addressing areas to improve upon. For example, most recently, the “Rising Star” initiative was developed as an outgrowth of the successful ARISTA mentoring program. The program was expanded upon to target the “middle of the road” student and to support them in specific academic areas where they may be struggling. Student voices are heard via student council and students report that they have access to school leaders and are challenged in both academic subjects and the arts. There is a commitment to college readiness and students are supported through that process. For example, there is a summer orientation program for all grade levels focusing on college readiness and preparation. In addition, additional SAT mathematics electives and a College Now Statistics course have been added to course offerings. Student and parent voices are heard through School Leadership Team, Student Council and Parents’ Association. Participation in these venues and communication with student leaders lead to the implementation of initiatives and programs aimed at increasing student achievement. Specifically, the infusion of the arts and the implementation of the Rising Stars Program have increased motivation, student engagement and self-regulation.”

The following information revealed the need to increase student voice:

- Learning Environment Survey
- ARISTA National Honor Society Mentor meetings
- Student Government Election Speeches
- Guidance Counselor logs

The school’s strength for supportive environment lies within each artistic discipline that communicates and offers student voice within their major. Students celebrate their performance achievements within their own discipline, but failed to reach the larger school community. There are many different groups contributing to sharing all the wonderful achievements in the school including the website, parent letters, organizing school events. However, the communication has not been cohesive and students have expressed openly that they are unaware where and how to find the information. New strategies will be put in place to connect all information using the student voice.

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.

Goal 2: School Culture Goal: To meaningfully involve student voice in decision-making of school initiatives for school improvement efforts about culture-building, discipline, and social-emotional support.

Increase student voice as measured by:

- increase in used of Skedula “student blast”....moving from 0 use to once a month.
- Training students to use Skedula and Website to get information through use of robo blast phone message twice a month; assemblies (9-10); teacher announcements; mailings; and Skedula/Website. An increase of “how to receive information” using one or more of the above methods will be implements once a month.
- Increase the output of SGO focus groups in organizing assemblies, with the school’s goal to increase assemblies from 2 times a year to 4 times for next year (2 per semester).
- The Arista NHS focus groups will meet 8 times next year (4 per semester), an increase from 5 times this past school year.

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>Research Based Professional Development:</p> <ul style="list-style-type: none"> • Teacher Effectiveness Team and PD committee will share researched based materials with staff at PD focused on this goal. • Researched Based materials on culture-building, discipline, and social-emotional growth will be shared with ARISTA and mentor students, SLT (Senior Leadership Team), and SGO during meeting sessions 	<p>ARISTA, Rising Star mentors, SGO, SLT, and other student leadership teams</p>	<p>September 1, 2015- June 30, 2016</p>	<p>ARISTA/Rising Star Advisors and teachers, SGO Advisor, COSA Advisor, Parent Coordinator (Web page), and Assistant Principal</p>

<p>for ways in which this information can best be infused into school culture.</p> <ul style="list-style-type: none"> English, Social Studies, and Arts Departments will discuss this material during weekly department meetings to determine how student voice can best be heard and applied to school decision-making. 			
<p>Strategies to address needs of Students with disabilities....</p> <ul style="list-style-type: none"> Through the mentoring program, ICT classes, and Study Skills classes (Resource Room support) students with disabilities will be given additional opportunities to express their thoughts on cultural change as well as be informed of student events. 	<p>Students with disabilities of language, learning, blind (sight), and hearing within our school.</p>	<p>September 1, 2015- June 30, 2016</p>	<p>ICT teachers (8), SPED teachers (3), Foreign Language teachers for ELLs (2)</p>
<p>Strategies to increase Parent Involvement...</p> <ul style="list-style-type: none"> Website school information Skedula Parent Blasts Parent Engagement Activities....Team Building Night Parent/Teacher Conferences 	<p>Parents</p>	<p>September 1, 2015- June 30, 2016</p>	<p>Parent Coordinator, Administration, Teachers</p>
<p>Activities that address Trust:</p> <p>Parent Engagement Activities:</p> <ul style="list-style-type: none"> Curriculum Night; Team Building Night for lower third; Parent/Teacher Conferences Parent Team Building Support Group (mentioned in Goal 1) Parent voice on Website <p>Teachers:</p> <ul style="list-style-type: none"> Professional Development based on School Culture building. <p>Students:</p> <ul style="list-style-type: none"> Monthly assemblies planned and run by students Monthly Skedula student communication blasts Student voice on Website coordinated by SGO advisor and Parent Coordinator 	<p>Parents, Teachers, and Students</p>	<p>September 1, 2015- June 30, 2016</p>	<p>Teachers, parents, and administration</p>

<ul style="list-style-type: none"> • Student activities planned by SGO and student committee • Student monthly meetings with the Principal on school tone and issues 			
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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.											
Per session will be paid to support the Student Government supervising teacher for after school organization of students for focus groups and preparation of school assemblies. The Arista honor society focus group will be provided with monthly lunch for their achievement and participation in activities utilized to elicit student voice.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By the end of semester 1, the SGO focus groups will have met 2 times and produced 2 assemblies. The Arista NHS focus group will have met 4 times about topics related to response to failure by end of semester.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

In the most recent Quality Review, it was cited that proficient for “How well do teachers work with each other?” Teaches were noted as meeting regularly through daily common planning and for Wednesday Professional Development. The school will continue to increase teacher voice through the formation of goals and products created in these collaborations. The need to involve teachers in the decision making of what is valued in common planning and PD will affect the level of engagement in both areas.

The school’s strength is organizing staff in common planning and PD. Harnessing teacher voice in the formation of goals began in recent years and continues to evolve. For this year’s goals, teachers completed a Google Survey Form, which elicited the goals from staff the areas for the goals under the categories of instructional core, school culture, and systems of improvement. From these responses the Professional Development Committee, which is a group of teacher volunteers, will organize the goals and determine which teacher committees need to be formed to support each goal.

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.

Goal 3: By June 2016, teachers collaboration will increase in participation in teacher teams and through lesson development involving:

- “increase student choice”,
- “initiate higher- order thinking questions”,
- implement student “self-assessment”,
- “increased parent engagement”.

There are currently 30 instructional staff members and the goal will be that 15 of these teachers will collaborate on the 6- 8 different collaborative teams. This is an increase from this previous school year where 4-5 teachers regularly participated on all teacher teams. The goal will also be measured through the completed products of the lesson plans including 3 lessons per semester that allow student choice, or 3 lessons per semester where students initiate higher-order questions, and/ or 2 lessons per semester where students will create self- assessment rubrics/ standards per semester pertaining to either a unit of study or project.

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 teacher-parent collaborations to improve student achievement. 	<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>Research Based Professional Development:</p> <ul style="list-style-type: none"> • PD committees will share researched based materials with their colleagues at staff Professional Development held for 2 hours every Wednesday of full week instructional weeks of school. • These PD Committees, created by the faculty, will drive PD focus for the year. They are composed of the <ol style="list-style-type: none"> 1. Teacher Effectiveness Teacher Team 2. Parent Engagement Team 3. RTI (SPED/Disability) Team 4. Arts Infusion Team 5. School Culture Team 6. Instructional Department Teams <ul style="list-style-type: none"> • These teacher collaborative teams will meet to plan during “common planning” scheduled during school time ; after school; and on designated summer/weekend times. 	<p>Target group:</p> <p>All teachers</p> <p>And parents</p>	<p>July 2015- June 2016</p>	<p>Key personnel will be the individual team members (teachers), administration, Parent Coordinator, and Guidance.</p>
<p>Strategies to address needs of Students with disabilities....</p> <ul style="list-style-type: none"> • The RTI Teacher Team will collaborate with all teachers in leading PD that will support these students. • ICT teachers will collaborate with their General Education teacher and share progress with the SPED 	<p>Target group:</p> <p>All teachers and SPED students/parents.</p>	<p>July 2015- June 2016</p>	<p>Key personnel...</p> <p>RTI teachers (4), ICT teachers (3), Parent Engagement Team and Parent “Team Building” Team.</p>

<p>team at large in helping support this population of students.</p> <ul style="list-style-type: none"> • Further collaboration will be seen with teachers and parents as they conference and meet to plan events focused on student engagement. The Parent Engagement Team will design and lead these activities with parents. 			
<p>Strategies to increase Parent Involvement...</p> <ul style="list-style-type: none"> • Further collaboration will be seen with teachers and parents as they conference and meet to plan events focused on student engagement. The Parent Engagement Team will design and lead these activities with parents. • A newly formed (this year) Parent Team will be joining teachers this year in strengthening school culture in designing school policies, supporting college readiness, and in sustaining arts connections. 	Target group: parents	July 2015- June 2016	Key personnel... Parent Engagement teacher team & Parent Team Building

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.											
All staff will be involved in professional development that is offered. Teachers will volunteer for committees in support of these goals and design teacher driven PD. These committees will include a variety of staff. The special Wednesday schedule will allow for 2 hours of weekly PD to be facilitated by committees. Per session will be allocated for all PD Committees to meet before and after school hours.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • By the end of the first semester, PD committees will have met and facilitated collectively 8 PDs including teachers effectiveness, parent engagement, and others that will be determined. • November 3rd ...Election Day All Day PD..... • February 1stall day PD.....review above statistics. • May 4.... review of data at PD. • June 9th ... all day PD....Reflection on outcomes

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.

Effective school leadership strives to continue to build the self-reflective capacity of the instructional staff. In recent years we have worked to increase teacher voice in professional development and now goal setting. As part of this process, this past year teachers were engaged in PD involved in designing lessons to increase rigor. As part of this process teachers worked in pairs to provide peer feedback for the lessons each designed to increase rigor through the use of DOK and other rigor assessment tools. Teacher feedback was positive and indicated they welcomed the notion of inter- visitations to see how these lessons would benefit student learning. The strength of our school has been the continued involvement of teachers in driving PD. Our next level of developing “effective school leadership” is to continue to involve teachers in the process of inter- visitations to establish a coherent understanding for effective instruction and peer-to-peer support.

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.

Goal 4: To build teacher capacity in teacher instructional leadership and organization in the school. Teacher teams will expand in participation. This capacity will reflect a coherent set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the instructional shifts, as well as by discussions at the teacher team level. To measure this goal, we will see an increase in the following areas by June 2016:

- Peer to Peer teacher inter- visitations leading to feedback will increase from 3 pairs to 6 pairs. By June 2016, 6 pairs of teachers (12 in total) will have conducted inter- visitations.
- More teachers participating in PD Committees, going from 5 teachers who traditionally participate in PD committees to 10.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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>Research Based Professional Development:</p> <ul style="list-style-type: none"> • School Culture Team will seek to involve more teachers in Teacher Teams listed below. Per Session and increased teacher voice will be motivational tools. • Administration will help pre-prepare PD Committee Teams in leading staff development. • PD committees will share researched based materials with their colleagues at staff Professional Development held for 2 hours every Wednesday of full week instructional weeks of school. • These PD Committees, created by the faculty, will drive PD focus for the year. They are composed of the <ol style="list-style-type: none"> 1. Teacher Effectiveness Teacher Team 2. Parent Engagement Team 3. RTI (SPED/Disability) Team 4. Arts Infusion Team 5. School Culture Team 6. Instructional Department Teams <ul style="list-style-type: none"> • These teacher collaborative teams will meet to plan during “common planning” scheduled during school time ; after school; and on designated summer/weekend times. • Teacher Effectiveness Teacher Team will develop, organize, and gather data from teacher inter-visitations within our staff. 	<p>Target group: All teachers.</p>	<p>July 2015- June 2016</p>	<p>Key personnel will be the individual team members (teachers) and administration.</p>
<p>Strategies to address needs of Students with disabilities....</p>	<p>Target group:</p>	<p>July 2015- June 2016</p>	<p>Key personnel...</p>

<ul style="list-style-type: none"> • The RTI Teacher Team will collaborate with all teachers in leading PD that will support these students. • ICT teachers will collaborate with their General Education teacher and share progress with the SPED team at large in helping support this population of students. <p>Further collaboration will be seen with teachers and parents as they conference and meet to plan events focused on student engagement. The Parent Engagement Team, along with the Parent Team will design and lead a special activity night for parents of students with disabilities and needing additional support.</p>	All teachers and SPED students/parents.		RTI teachers (4), ICT teachers (3), Administration, Parent Coordinator, Parent Engagement Team, and Parent “Team Building” Team.
<p>Strategies to increase Parent Involvement...</p> <ul style="list-style-type: none"> • Further collaboration will be seen with teachers and parents as they conference and meet to plan events focused on student engagement. The Parent Engagement Team will design and lead these activities with parents. <p>A newly formed (this year) Parent Team will be joining teachers this year in strengthening school culture in designing school policies, supporting college readiness, and in sustaining arts connections.</p>	Target group: All parents.	July 2015-June 2016	Key personnel... Administration, Parent Coordinator, Parent Engagement teacher team & Parent Team Building group.

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>All staff will be involved in professional development that is offered. Teachers will volunteer for committees in support of these goals and design teacher driven PD. These committees will include a variety of staff. The special Wednesday schedule will allow for 2 hours of weekly PD to be facilitated by committees. Per session will be allocated for all PD Committees to meet before and after school hours.</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • November 3rd ...Election Day All Day PD..... • February 1stall day PD.....review above statistics. • May 4.... review of data at PD.

- June 9th ... all day PD....Reflection on outcomes

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.

Talent Unlimited is a 5 Borough school that draws students from all parts of New York City. Parent involvement is often measured through the parent participation in Parent Teacher Nights, PTA Meetings, and school performances. Traditionally parents do attend performances and Parent Teacher Nights in the Fall, but the PTA attendance can be anywhere from 10 – 20 parents representing a community of 500 families. This past year we increased the opportunities for parents to engage in the school through “Curriculum Night” and Parent Engagements, and topic driven PTA meetings that were derived from parent interest. Attendance for “Curriculum Night: was approximately 80 parents and “Parent Engagement” was approximately 30 parents. The PTA meetings remained low in attendance. Our need is clearly to continue to build more relevant opportunities that motivate parents to attend. This year we look to engage parents through discussions that establish a common language for how both the school and parent can support their child about topics such as response to failure, Cell Phones, performances, and college readiness. These topics are all normally spoken about with parents, but often when something goes wrong. Our objective is to get ahead of the issues by initiating this cultural shift starting with the incoming 9th grade parents through orientation workshops specifically designed to meet their needs. These workshops will be designed by current parents, teachers, and administration to meet the needs for this cultural shift.

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.

Goal 5: Family and Community Ties... To partner successfully with families in supporting student progress toward college readiness.

This partnership will occur through activities that focus on increasing parent awareness for college readiness through the creation of a Parent Team joining the teacher/administrative team focused on “parent engagement”.

This will be measured by:

- expanding and increasing opportunities for 9th grade parents (led by Parent & Teacher Team) pertaining to expectations, curriculum demands, sharing a common language about failure, and strategies for raising achievement.
- Increasing number of parent engagement activities for all grade level parents pertaining to college readiness.

In this past year we offered 4 opportunities for parents to be involved in these activities related to college readiness in the form of “Curriculum Night” and Parent/Teacher Conferences in the Fall and “Parent Engagement Night (Team Building)” plus another Parent/Teacher Conference in the Spring. By June 30th, 2016 we will increase the parent “College Readiness” opportunities from 4 to 5 for this upcoming year, by hosting 1 additional parent activity...a

9th grade Parent Orientation workshops in September.



Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research Based Professional Development:</p> <ul style="list-style-type: none"> • PD committees will share researched based materials with their colleagues at staff Professional Development held for 2 hours every Wednesday of full week instructional weeks of school. • These PD Committees, created by the faculty, will drive PD focus for the year. They are composed of the <ol style="list-style-type: none"> 1. Teacher Effectiveness Teacher Team 2. Parent Engagement Team 3. RTI (SPED/Disability) Team 4. Arts Infusion Team 5. School Culture Team 6. Instructional Department Teams <ul style="list-style-type: none"> • These teacher collaborative teams will meet to plan during “common planning” scheduled during school time ; after school; and on designated summer/weekend times. 	<p>Target group: All teachers.</p>	<p>July 2015- June 2016</p>	<p>Key personnel will be the individual team members (teachers), administration, Parent Coordinator, and Guidance.</p>
<p>Strategies to address needs of Students with disabilities....</p>	<p>Target group:</p>	<p>July 2015- June 2016</p>	<p>Key personnel...</p>

<ul style="list-style-type: none"> • The RTI Teacher Team will collaborate with all teachers in leading PD that will support these students. • ICT teachers will collaborate with their General Education teacher and share progress with the SPED team at large in helping support this population of students. <p>Further collaboration will be seen with teachers and parents as they conference and meet to plan events focused on student engagement. The Parent Engagement Team will design and lead these activities with parents.</p>	All teachers and SPED students/parents.		RTI teachers (4), ICT teachers (3), Administration, Parent Coordinator, Parent Engagement Team and Parent “Team Building” Team.
<p>Strategies to increase Parent Involvement...</p> <ul style="list-style-type: none"> • Further collaboration will be seen with teachers and parents as they conference and meet to plan events focused on student engagement. The Parent Engagement Team will design and lead these activities with parents. <p>A newly formed (this year) Parent Team will be joining teachers this year in strengthening school culture in designing school policies, supporting college readiness, and in sustaining arts connections.</p>	Target group: All teachers and parents.	July 2015- June 2016	Key personnel... RTI teachers (4), ICT teachers (3), Administration, Parent Coordinator, Parent Engagement Team and Parent “Team Building” Team.

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>The resources will include parent engagement committee group which will consist of both teachers and parents of current TU students. Their role will be to collaborate to plan the events to engage parents in our community. Instructional resources will include school curriculum and research based literature on growth mindset to create common language of expectations. Teacher Effectiveness Team, Parent Engagement Committee, RTI committee.</p> <p>Per Session monies will be used to subsidize Teacher Teams in planning community activities, managing as arts liaisons with arts partnerships, and CTE internship management and organization. Funding will be set aside in OPTS to provide parents with food during engagement activities.</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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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- November 3rd ...Election Day All Day PD.....
- February 1stall day PD.....review above statistics.
- May 4.... review of data at PD.
- June 9th ... all day PD....Reflection on outcomes

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student falling below 75 Marking Period Average.	<p>At Talent Unlimited High School, we provide general academic mentoring to 135 students from grades 9-12. They are chosen based on the 1st marking period performance. Students are paired by teachers with Honor Society Mentors.</p> <p>Additionally, we provide core subject tutoring for 100 in 9th -12th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 135 students, 35 receive tutoring in ELA. Further, through RTI, all teachers provide intervention to 5-6 struggling students per grade level.</p>	<p>Tutoring and mentoring happens in both small groups and one-on-one.</p> <p>General intervention services are provides using a variety of strategies and delivery services depending on the student.</p>	<p>Tutoring and mentoring takes place after school during extended day/9th period.</p> <p>General intervention services take place during the schools day and after school during extended day/9th period .</p>
Mathematics	Student falling below 75 Marking Period Average.	At Talent Unlimited High School, we provide general academic mentoring to 135 students from grades 9-12. They are chosen based on the 1st marking period	<p>Tutoring and mentoring happens in both small groups and one-on-one.</p> <p>General intervention services are provides using a variety of</p>	<p>Tutoring and mentoring takes place after school during extended day/9th period.</p> <p>General intervention services take place</p>

		<p>performance. Students are paired by teachers with Honor Society Mentors. Additionally, we provide core subject tutoring for 100 in 9th -12th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 135 students, 61 receive tutoring in math. Further, through RTI, all teachers provide intervention to 5-6 struggling students per grade level.</p>	<p>strategies and delivery services depending on the student.</p>	<p>during the schools day and after school during extended day/9th period .</p>
<p>Science</p>	<p>Student falling below 75 Marking Period Average.</p>	<p>At Talent Unlimited High School, we provide general academic mentoring to 135 students from grades 9-12. They are chosen based on the 1st marking period performance. Students are paired by teachers with Honor Society Mentors . Additionally, we provide core subject tutoring for 100 in 9th -12th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 135 students, 22 receive tutoring in science. Further, through RTI, all teachers provide intervention to 5-6</p>	<p>Tutoring and mentoring happens in both small groups and one-on-one.</p> <p>General intervention services are provides using a variety of strategies and delivery services depending on the student .</p>	<p>Tutoring and mentoring takes place after school during extended day/9th period.</p> <p>General intervention services take place during the schools day and after school during extended day/9th period</p>

		struggling students per grade level. .		
Social Studies	Student falling below 75 Marking Period Average.	At Talent Unlimited High School, we provide general academic mentoring to 59 9 th graders. Struggling students are matched with mentors who participate in ARISTA and National Honor Society. Additionally, we provide core subject tutoring for 50 students in 10 th , 11 th , and 12 th grades. These struggling students are matched with mentors who participate in the National Honor Society. Of these 50 students, 13 10 th graders and 4 11 th graders receive tutoring in social studies, totaling 17. Further, through RTI, all teachers provide intervention to 5-6 struggling students per grade level.	Tutoring and mentoring happens in both small groups and one-on-one. General intervention services are provides using a variety of strategies and delivery services depending on the student.	Tutoring and mentoring takes place after school during extended day/9 th period. General intervention services take place during the schools day and after school during extended day/9 th period .
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student falling below 75 Marking Period Average.	10-15 in all grade levels receive at-risk services, depending on the time of year. Currently, there are 17 students receiving counseling. We have 8 students receiving speech and 2 for visual therapy. We have 2 students receiving occupational	Students receive at-risk services one-on-one. Counseling is done individually or in a very small group of 2-3 students. Visual, speech, occupational and other therapy is done one-on-one.	Students receive at-risk services during the school day this includes: <ul style="list-style-type: none"> • Weekly services for our hearing impaired student • Twice a month visually impaired related services from “visually impaired specialist” for one student....and daily services for our one blind student

		<p>We have 1 student with hearing impaired services.</p> <p>In total for 2014, we have 11 students with SETSS, 19 students with Multi Services (including ICT and SETSS), 10 students with SE, 10 students with ICT (60%).</p>		<ul style="list-style-type: none"> • SETTS and one-on-one services are delivered daily to our one “speech and language impaired” • ICT classes are provided daily in ELA, Math, and Science and subsidized with SETSS small group “study skill” classes for social studies.
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.
Not Applicable

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).
Not Applicable

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
Not Applicable

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.).
Not Applicable

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.
Not Applicable

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	Not Applicable	Not Applicable	Not Applicable
Title II, Part A	Federal	Not Applicable	Not Applicable	Not Applicable
Title III, Part A	Federal	Not Applicable	Not Applicable	Not Applicable
Title III, Immigrant	Federal	Not Applicable	Not Applicable	Not Applicable
Tax Levy (FSF)	Local	Not Applicable	Not Applicable	Not Applicable

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.

Talent Unlimited High School -School-Parent Compact

[Talent Unlimited High School] , 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.

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

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 Linda Hamil	Assistant Principal Pierre Orbe
Coach Peter Iacono	Coach Tania Prizio
ENL (English as a New Language)/Bilingual Teacher Elisa Prager	School Counselor Jessica Weinreb
Teacher/Subject Area Samuel Struckhoff	Parent Leon Jackson
Teacher/Subject Area Victorianne Cappiello	Parent Coordinator Christina Foster
Related-Service Provider Natalie Skeet, SAPIS SPARK	Borough Field Support Center Staff Member Yuet Chu
Superintendent Marisol Bradbury	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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 <u>not</u> 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)	535	Total number of ELLs	1	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	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	1

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

	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							1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese										1				0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											0			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)	0													0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										1				0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1				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	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8			1		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					1				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					1				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				
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	1		1	
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				
Geography				
US History and Government				
LOTE				
Government				
Other <u>Geometry</u>	1		1	
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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 use teacher –created assessments to determine students reading, writing, speaking and listening skills in the various English courses, by English teachers as well as differentiate instruction to meet needs of all learners in lessons to meet all students ELL needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across performance levels usually reveals that our ELL students require further support in the areas of reading and writing in English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here: See #8 -
Our ELL Proficient and ELL entitled student population usually makes up less than 1% of the entire student population of our school. Usually, our ELL students come to us on an intermediate English language proficiency level and then within the year reach English language proficiency as defined as ELL / LEP students score at the proficient level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Paste response to questions here: As our ELL / LEP population is at or less than 1% of the entire student population, our ELL/LEP students reach proficiency in English usually within the year, as they reach proficient status on the NYSESLAT Examination in the Spring.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here: During our professional development meetings and departmental meetings, we work together in instructional collaboration, as a whole staff as well as with our subject areas, to make appropriate accommodations and differentiation points / activities within lessons across all subject areas to support the student's new language development.
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?
 Paste response to questions here: N/A - Not applicable at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Paste response to question here: After analyzing and examining the NYSESLAT Proficiency results and the NYSESLAT Modalities of our ELL students, we discovered that most students overall exceeded on the reading, listening and speaking modalities, but need instructional support on the writing. This has been a pattern of proficiency since the administration of the NYSESLAT in 2007. As mentioned previously, we do not have a TBE, Dual Language Program or an ESL Program at this time. We are serving all students with the required ELL instructional support in collaboration with the ELL testing coordinator, special education teacher, and teachers of all content areas. Common Planning for core academic departments was scheduled three days a week. These department common planning time periods were used for curriculum development, case conferencing, and RTI strategy review.

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.
Paste response to question here: In identifying our ELL students, we examine the ESL/NYSITELL(LAB-R)-NYSESLAT Eligibility Roster and LAB-R History Report and Scores through ATS, in the first few days that school begins and we then determine which students are current ELL's and which are to be administered the NYSITELL exam during the first 10 days of school in September, and Fall. In addition, during student orientation and parent engagement sessions, we provide students with home language support. We periodically review the list of new entrants to ensure that any incoming student is identified as well. Students who are enrolled at TU, meet with our guidance counselor for an incoming interview. Our guidance counselor and ELL testing coordinator meet to assess their evaluation. In addition, the Home Language Identification Survey is given to parents at student orientation day and parents are interviewed after the orientation. During the ELL interview, needs of ELL students are discussed with parents. In addition, parents of new incoming students to the NYCDOE at the 9th grade level are given the HLIS during student orientation. Based on the responses given on the HLIS, the appropriate determination is made in terms of ELL eligibility, and ELL assessment for the student. We examine ELL eligibility and NYSESLAT Modalities and overall scores from prior schools and adequately program the students based upon their level of mastery. Our guidance counselor, programmer, school administrators and ELL Coordinator work to program students accordingly. Moreover, our teachers in the Arts and academics structure their classes to ensure maximum individual academic instruction within the dictates of meeting major requirements. The foreign language teacher/ELL Testing Coordinator is responsible for handling ELL testing and monitoring our ELL students. Students who are tested for ESL/NYSITELL/NYSESLAT exams are given their exams in serene and private settings by the ESL testing coordinator.

Talent Unlimited High School began 2014-2015 school year with 1 eligible ELL student. This student is a 9th grader of Chinese descent. Ms. Weinreb and Ms. Prager our guidance counselor and ELL testing coordinator respectively, developed and supervised this student in our ELL program. For this 2015-2016 school year, we have 1 eligible ELL student that is ELL entitled, and needs to reach proficiency on the Spring 2016 NYSESLAT Exam.
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).
We do not have SIFE students at this time.
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).

Newly enrolled students with IEPs are given a Home Language Identification Survey to be completed by parent at student orientation, that takes place during the late summer, before the start of school, to identify ELL eligibility and student needs on IEP are also reviewed. Followed up with a parent conference with our Spec. ed teachers who review IEP needs and services. The language proficiency team includes the ELL testing coordinator, special education teacher(s), classroom teachers of student(s), AP, Principal, Guidance Counselor, and Programming Chairperson.

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.
Paste response to question here: After the NYSELAT/NYSITELL (LAB-R) eligibility roster/student data, school guidance records, and NYC school Accounts are reviewed. We then determine which students are entitled for ELL assessment and evaluation. Entitlement letters are sent to parents the first week of school every September and our eligible and entitled ELL students who are newcomers are tested with the NYSITELL (LAB-R) Exam within the first (10) days of school in September. Appropriate entitlement letters are sent home to parents. We refer to the ELL Parent Information Case and CR 154 tool kit form the NYCDOE to obtain the format of the ELL entitlement letters to parents. Ms. Leonor Sanchez, school attendance aide, conducts parental outreach for entitlement letters that are not returned; follows up by contacting the students and parents; verifying home contact numbers and addresses; and re-sends and verifies incoming documents. In addition, our parent coordinator, Ms. Foster, contacts parents for parent surveys and other documents like entitlement letters. Our lead art teachers, programmer, guidance counselor and assistant principal ensure that program selection forms are completed and appropriately assigned.
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).
Paste response to question here: ELL Parents are notified by mail, email or phone by guidance counselor of their rights to appeal ELL status and policy guide. Notification is sent according to parents' preferred language. Copies of the notification are given to parents and students (those age 18+) and copies are also kept on file in Principal and Guidance Offices, in student's cumulative 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.
Paste response to question here: We have an ELL population that represents 1% or less of our total student population. At this time, parents are informed in writing and through parent orientation meeting of all three program choices; however, instructional support is given through individualized tutoring/instruction, advisory /mentoring. Talent Unlimited HS is listed in the high school directory as a screened program. In addition, our program offerings in ESL, Bilingual, and Dual Language programs are listed as well. Talent Unlimited High School does not have an ESL, Bilingual or Dual Language Program at this time. We welcome all students and make accommodations based upon the needs of all of our students. In consultation and collaboration with our sister school, Manhattan International HS, we are able to accommodate the diverse ELL needs of every New York City student and parent.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
There parent orientation / engagement session where all parents are provided with information on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. Through the assistance of Guidance, ELL Testing Coordinator and Parent Coordinator, we ensure that information reaches parents at orientation or parent engagement session and that parent surveys and Program selection forms are returned from parents of our school.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ELL Coordinator will monitor this with Guidance and contact parents by phone or email for additional, needed information. In addition, interpretation and translation services available to parents to communicate the return and completion of these forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
ELL Coordinator with Guidance Counselor, monitor this process.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is maintained by Guidance Counselor and ELL Testing Coordinator
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.
The NYSESLAT/ NYSITELL (LAB-R) Eligibility Roster is reviewed on ATS and determination is made on students who take the exam, based on proficiency level data that is reviewed on the ELL Exam history, provided by ATS.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We monitor all ELL's on a continuous basis by corresponding with teachers and parents are notified of this progress.
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).

Parents are aware that Talent Unlimited HS does not have a bilingual, dual language or a ESL / ENL program, due to an ELL population of 1% or less, However, parent choice forms are given and we provide ELL instruction through our extended day program, in addition to classroom instruction.

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.
Paste response to questions here: Currently, our (1) ELL student receives instruction in language development from our ELL Testing Coordinator/Foreign Language teacher, and English teacher, (ELA) which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS standards and NYCDOE Differentiated instruction strategies and techniques. Our ELL student receives individual counseling with our guidance counselor as well.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Paste response to questions here: At this time, Talent Unlimited High School does not have an ESL/Bilingual/Dual Language Program. Overall, our ELL student receives the required ELL instructional services in all course offerings through our extended day tutoring offered two days a week in 45 minutes sessions.
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.
Paste response here: Currently, our (1) ELL student receives instructional in language development from our ELL Testing Coordinator/Foreign Language teacher and English teacher (ELA) which is supplemental and delivered during extended day. In addition, our content area teachers give English instruction through immersion. Our ELA teacher follows NYS standards and NYCDOE Differentiated instruction strategies and techniques. Our ELL student receives individual counseling with our guidance counselor as well.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Paste response to question here: During our common planning time, we discuss student progress and review relevant data. Progress Reports are sent to parents; parents are signed up on Skedula used for weekly progress review; and Parent Teacher Conferences are scheduled throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: During our common planning time, we discuss student progress and review relevant data. Progress Reports are sent to parents; parents are signed up on Skedula used for weekly progress review; and Parent Teacher Conferences are scheduled throughout the year.
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

Paste response to questions here: Differentiated instruction is considered the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs. We also work with all of our students to assess their various learning styles. Teachers of all content areas administer a learning styles survey to all students. Once the learning style data is collected from the students, it is then evaluated by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2014-2015 and it continues as our goal /focus for this current school year, 2015-2016. We offer ELL instructional support through extended day tutoring, and Saturday school academy.

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

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

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

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

d) Students who are long-Term ELL's are given individual programs that adhere to their parents' choices. We offer mastery in

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

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

e) Former ELL's up to two years after existing ELL's status are reviewed during common planning time in core academics. We discussed the data for these students progress and make RTI instructional decisions within each department, which is shared with students teachers. Progress Reports are sent to parents; parents are signed up on Skedula used for weekly progress review; and Parent Teacher Conferences are scheduled throughout the year.

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.

Paste response to questions here: We will develop a plan when and if this occurs.

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?

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

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?

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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

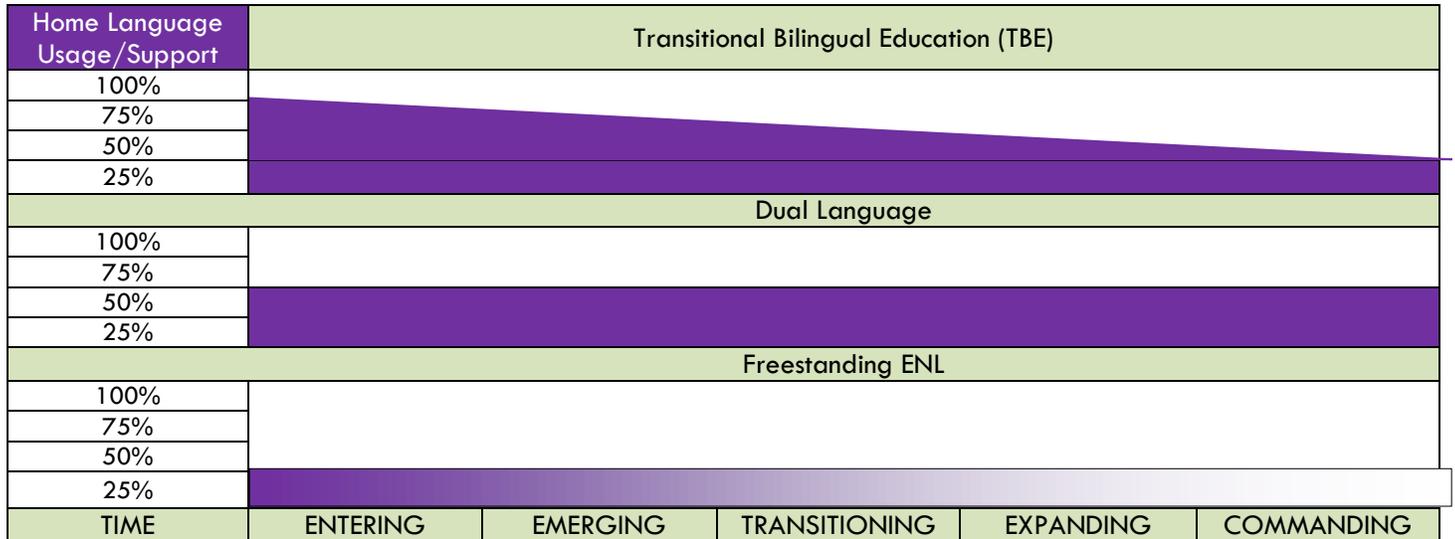


*Note “other approved services” does not apply to New York City at this time.

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.
Paste response to question here: Target intervention programs for ELL's in ELA, math, social studies, and science have been developed. Teachers in core subject areas are aware of our ELL students and use item identification to assess performance. In addition, during classroom discussion, ELL students are afforded additional opportunities to participate. We offer ELL students after school activities as well. The guidance counselor meets with ELL students periodically throughout the year and in consultation with the testing coordinator, ELL's are given verbal assistance as well. Teachers in core subject areas provide additional instructional materials that address a variety of learning styles and in the case of ELL's, these materials provide additional cultural contexts for individual understanding. Again, we currently do not have a large population of ELL students to have ESL Program in place; however our ELL students receive the appropriate and required hours of English Language instruction through other instructional support services, which includes a) Extended Day Tutoring, assigned on students' schedule and / or b) English Writing Workshop elective class, in addition to the required English classes to be taken. Our ELL students are assigned tutoring with all content area teachers on specified days after school, given the levels of proficiency and academic needs, and as per data that has been evaluated on SKEDULA and students' school record. The Foreign Language Teacher/ELL testing Coordinator, special education teacher and the guidance counselor meet with the principal as part of the pupil personnel team of the school to assess, examine and evaluate all of our students needs in terms of ELL, special education support as well as overall academic intervention.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: See #10
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: At this time, we have formed grade level teams to further examine all students in terms of credit accumulation, learning styles, academic intervention, emotional and academic support. We are also offering students opportunities for credit recovery, for our at risk students and those that are considered promotion-in-doubt. We constantly utilize data regularly on SKEDULA to assess students needs so that we can provided the appropriate academic intervention in a timely fashion.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As a performing Arts school, all studios (drama, dance, vocal and instrumental music, and musical theatre) present performances throughout the year flor all students in their studios. We also hold a Cabaret event that is based upon individual talent and judged by the students themselves. We provide additional outreach as well. Our ELL students as well as all of our students receive extended day tutoring, which is offered everyday after school across all content /subject areas. Our students are offered opportunities to participate in professional internships in the Arts, school newspaper, PSAL sports and can take college level courses at Hunter College.
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.
Paste response to question here: Our computer lab is open periods 1 to 9 to all students. We use supplement materials on dvd, internet, cd, etc... ELL's have access to the vast array of supplemental visual and tactile materials in US History, Global, Living Environment, Chemistry, Physical Education, English, Algebra, Geometry, Trig, and other classes. Our students receive instruction across various content areas through the use of the SMART Board, and lap-top computers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: We have a very diverse staff. ELL's have the opportunity of interacting with staff members who speak the same home language of our ELL's. We have added an elective film course that past two years that looks to raise awareness of multi-culturalism and an appreciation for other cultures. Native language support is given to ELL's by the Foreign Language Teacher at this time. Once again, Talent Unlimited High School does not have an ELL Program that is classified as TBE, Dual Language or ESL, due to the very small ELL population, which is less than 1% of the entire student population.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: ELL support is grade-level and age - level appropriate. Staff members meet in grade level meeting and consider the cultural and regular instructional practice of our school in meeting all of our students' learning styles and needs especially ELL's. They work with our students to assess their various learning styles. Teachers of all content areas adminster a learning styles survey to all students. Once the learning styles data is collected from the students, it is then assessed by teachers in grade level teams. Also, professional development in differentiated instruction was a year long process in 2014-2015 and it

continues as our goal/ focus for this current school year, 2015-2016. We offer ELL instruction support through extended day tutoring, and Saturday school academy.

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).

Paste response to question here: Newly enrolled ELL students are assigned to the ELL advisor (Ms. Prager) during the week of orientation (September 1-4), prior to school start up. Ms. Prager will meet each month with the ELL student to check that the following supports have been addressed:

- 1) Transitional support into a new school
- 2) emotional / scholastic support
- 3) life skills
- 4) Academic Intervention and support
- 5) Support with special needs

19. What language electives are offered to ELLs?

Paste response to question here: The only language offered at Talent Unlimited High School is Spanish, which is required for graduation. There are no other language electives offered at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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.)
Paste response to question here: DOE workshops pertaining to Foreign Language is attended by our ELL/Foreign language Test Coordinator, Ms. Prager.
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?
Paste response to question here: All content area teacher attend DOE Common Core Professional Development throughout the year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: Instructional materials are attained for ELL students throughout the year. Manhattan International (our sister school in our complex) gives us support in instruction and materials to aid our students. dddd
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.

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

- 1) Common planning time for Curricula Development and Differentiated Instruction - This time is used by teachers to assess and evaluate curricula so that lessons and units of instruction address the diverse learning styles of our students. Various models and best practices for differentiated instruction are shared by teachers within each department while following the workshop model of instruction.
- 2) Grade Level Teams - During the common professional planning time, teachers will meet once a week to examine, assess and evaluate curricula so that lessons and units of instruction address the diverse learning styles of our students. Various models and best practices for differentiated instruction are shared by teachers within each department while following the workshop model of instruction.
- 3) ELL training is provided throughout the year. Our ELL coordinator and guidance counselor attend mandated training. Technology training - SKEDULA. Our assistant principal, guidance counselor, therapists, secretaries, parent coordinator, and teachers have received training and will receive continued training throughout this school year on exploring and using SKEDULA to examine data in order to better assess students' needs and learning. Our teachers are using SKEDULA as a data resource to further address and assess students' needs, goals and academic intervention, in order to develop lessons and provide the level of instruction that is tailored to meet our students' various learning styles.

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?

Paste response to question here: All ELL Parents are invited to a special parent orientation prior to the start up school. This orientation reviews student transcripts, tools for assessing student progress (NYC Student Account, SKEDULA, Reports Card, etc.), and school policies in their native language. These ELL parents set a school calendar for conferencing with teachers, guidance, and ELL advisor throughout the school year.

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.

Paste response to question here: Record keeping for ELL parents are kept through Guidance logs, emails, conference sheets recorded at meetings, and filed with our ELL/FL teacher.

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

Paste response to question here: A translator is provided at each PTA meeting and Parent Conference. A special orientation prior to school is provided to these parents prior to the start of school and special workshops and activities are developed to as needed during the school year.

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

Paste response to question here: Our Parent Coordinator provides workshops for parents and communicates that translations and interpretation services will be provided.

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

Paste response to question here: Needs of parents are processed through surveys.

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

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

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

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

Our parent coordinator interviews our ELL parents and assesses their needs as soon as they attend an orientation. We assess the needs of all of our students' parents by examining the data and information given by parents on the Parent Survey.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Talent Unlimited HS

School DBN: 02M519

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)
Linda Hamil	Principal		7/6/15
Pierre Orbe	Assistant Principal		7/6/15
Christina Foster	Parent Coordinator		7/6/15
Elisa Prager	ENL/Bilingual Teacher		7/6/15
Leon Jackson	Parent		7/6/15
Samuel Struckhoff	Teacher/Subject Area		7/6/15
Victorianne Cappiello	Teacher/Subject Area		7/6/15
Peter Iacono	Coach		7/6/15
	Coach		7/6/15
Jessica Weinreb	School Counselor		7/6/15
Marisol Bradbury	Superintendent		7/6/15
Yuet Chu	Borough Field Support Center Staff Member _____		7/6/15
	Other _____		7/6/15
	Other _____		7/6/15
	Other _____		7/6/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M519**

School Name: **Talent Unlimited High School**

Superintendent: **M. Bradbury**

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.learnedoe.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.

Talent Unlimited High School can utilize staff and free written translation services available from the Translation and Interpretation Unit to make sure that important documents are translated into the languages represented in our school community. Parent Coordinator mails Language Preference sheets to all parents. These language Preference sheets are kept in the student files in the guidance office.

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.

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

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.)

The following documents are translated: Opt Out letters, monthly Principal parent letters, and DOE correspondence. Translation of these documents are done by in school staff and when necessary the translation and interpretation unit is utilized.

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.

At the beginning of the school year various forms are sent home to the parents/guardians in different languages. Some of these notices were translated by the Department of Education Translation Services Unit and some were translated by members of our support staff who were supervised by our Assistant Principal. Native language speakers in Spanish are on staff (i.e. attendance aid, AP, 2 Foreign Language teachers, and other support staff). The aforementioned staff members are present during face to face meetings with ELL parents.

Part C: Providing Language Assistance Services

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

When possible translation will be done in school by designated staff. For other needs, the Translations/Interpretation Unit will be contacted for assistance, especially during IEP review meetings.

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.

Phone conversations and in person conferences will have a staff translator present for Spanish. For other languages, an outside vendor will be utilized.

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.)

Staff will be made aware of translations services provided by the Translation and Interpretation Unit, through out weekly professional development meetings. They will also receive T & I brochure, Language ID card, and Palm Card at staff meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

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)

A Parent Survey will be sent to parents to gather feedback on the quality and availability of services.