

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**10X433**

**School Name:**

**HIGH SCHOOL FOR TEACHING AND THE PROFESSIONS**

**Principal:**

**ROBERTO HERNANDEZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Teaching & the Professions High School School Number (DBN): 10X433  
Grades Served: 9 - 12  
School Address: 2780 Reservoir Ave, Bronx, NY 10468  
Phone Number: (718) 329-7380 Fax: (718) 329-7381  
School Contact Person: Kamele McLaren Email Address: \_\_\_\_\_  
Principal: Roberto Hernandez  
UFT Chapter Leader: Seth Gilman  
Parents' Association President: Jacqueline Marrero  
SLT Chairperson: Seth Marrero  
Title I Parent Representative (or Parent Advisory Council Chairperson): Yvonne Soto  
Student Representative(s): Nancy Rodriguez  
Jahmal Ojeda

**District Information**

District: 10 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: ELindse@schools.nyc.gov  
Phone Number: (718) 741-7070 Fax: (718) 741-7098

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: \_\_\_\_\_  
Phone Number: (718) 741-7070 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Roberto Hernandez	*Principal or Designee	
Seth Gilman	*UFT Chapter Leader or Designee	
Jacqueline Marrero	*PA/PTA President or Designated Co-President	
Alfonso Giordano	DC 37 Representative (staff), if applicable	
Yvonne Soto	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Nancy Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jamal Ojeda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Thelma Martinez	CBO Representative, if applicable	
Kamele McLaren	CSA Rep	
Elisia Cabrera-Young	Member/	
Effy Marketos	Member/	
Yonessy Diaz	Member/	
Fidel Calleno	Member/	
Leticia Ventura	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
Fadwa Hussein	Member/	
Josie Castro	Member/	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

The High School for Teaching and the Profession is a small high school which focuses on pre-teaching careers and cisco networking certification. Students at T&P have the opportunity to take advance placement courses in US History, English Literature, and Spanish. Our school offers double period courses in the first sequence of courses for ELA, math, science and history.

Our school was awarded a community school grant for the 2014-2015 school year and we are partnered with Sports and Arts Foundations as our primary community based organization. We also have partnerships with Lehman College and Monroe College in which students have the opportunity to take college courses and earn college credit. Other CBOs we partner with are Good Shepherds Services and Montefiore Medical Center

### Vision

We, the High School for Teaching and the Professions, will support and challenge our students to collaborate and think deeply as they read, write, and discuss for understanding and learning.

### Mission

We are committed to becoming an active laboratory for implementing, reflecting upon and refining practices leading to student success and professional growth for all stakeholders. The reflective and collaborative nature of our environment will foster a steadfast focus on caring relationships, high expectations, and opportunities for participation and contributions for all members of our school community to ensure positive outcomes.

### **The High School for Teaching and the Professions will focus on the core values surrounding:**

- Critical and high order thinking skills
- Exposure to real world connections that build students' skills and connect students with the workplace and college
- Gathering and analyzing data to support the differentiation in developing instructional strategies for our students
- Teachers as facilitators
- Integrating literacy skills across all courses
- Develop a school community that reflects and works collaboratively to enhance the teaching and learning for our students, families and staff

Teaching and Professions has 476 students from grade 9 through grade 12. The school population comprises 22% Black, 74% Hispanic, 2% White, and 2% Asian students. The student body includes 22% English language learners and 24% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2013-2014 was 82.0%.

### **Areas of Progress:**

- Supportive Environment
- Strong Family-Community Ties
- Trust
- Collaborative Teachers

For 2014-2015 school year we received a Well-Developed for 3.4 (High Expectations) and Proficient for 4.2 (Teacher Teams and Leadership Development) and 1.1 (Curriculum) on our Quality Review assessment. The review commented on the “frequent cycles of classroom observations that communicate the principal’s high expectations include formal and informal observations as well as feedback to teachers that incorporate time bound next steps and identified targeted resources to support growth in practice”. It was also noted that teachers frequently collaborate using established protocols to analyze student work products to support next instructional steps. Teachers are provided with a voice in developing their professional learning sessions and an as active member on the principal’s instructional cabinet.

Areas of Focus:

- Rigorous Instruction

For 2014-2015 school year we received a Developing for 1.2 (Pedagogy) and 2.2 (Assessment) on our Quality Review. The reviewer indicated while we had aligned curricula to common core and assessments, lessons across classes did not consistently provide evidence of the use of scaffolds and multiple entry points to engage all learners.

## 10X433 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	490	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	1	# Integrated Collaborative Teaching	50
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	15	# Dance	N/A	# CTE	5
School Composition (2013-14)					
% Title I Population	84.7%	% Attendance Rate			81.7%
% Free Lunch	85.8%	% Reduced Lunch			6.6%
% Limited English Proficient	22.0%	% Students with Disabilities			23.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			21.6%
% Hispanic or Latino	73.5%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	2.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.9%	% Teaching Out of Certification (2013-14)			13.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.66
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	53.3%	Mathematics Performance at levels 3 & 4			57.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			66.7%
% of 3rd year students who earned 10+ credits	59.8%	4 Year Graduation Rate			72.3%
6 Year Graduation Rate	59.3%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	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.

The High School for Teaching and the Professions (T&P) has developed a successful model for instituting important elements of the Danielson Framework for Teaching. As indicated in the 2014-2015 Quality Review, T&P has an effective system for communicating high expectations and a well-maintained structure of training and accountability. As a result, T&P has achieved “a culture of mutual accountability for identified expectations. A successful partnership with families supports their understanding of expectations for students, and for their children’s progress towards college and career readiness,” (Quality Review, 2015). The school leaders at T&P ensure that curricula are aligned to the Common Core Learning Standards as well as content standards to integrate the instructional shifts. T&P has effectively implemented “curricula and academic tasks that consistently emphasize rigorous habits and higher-order skills across grades and subject areas for all students,” (Quality Review, 2015). The curricular coherence at T&P has ensured the instructional rigor necessary for college and career readiness for all students, including English language learners and students with disabilities.

The High School for Teaching and the Professions requires an increased focus on providing multiple entry points into the curricula as well as providing more consistent opportunities for students to engage and demonstrate higher-order thinking skills in their discussions and work. As indicated in the Quality Review, “inconsistent teaching strategies lead to uneven demonstration of higher-order thinking skills in class discussions and student work products,” (2015). Additionally, T&P must focus on ensuring that teachers use or create assessments, rubrics, and grading policies that are consistently aligned with the school’s curricula. As T&P teachers consistently align their assessments and rubrics to the curricula, check for understanding and monitor student self-assessment, they will create a more visible teaching and learning environment as well as facilitate a more timely and effective method of providing critical feedback to the students regarding their individual learning goals and academic achievement.

### Part 2 – Annual Goal

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

By June 2016, The High School for Teaching and the Professions will increase the Regents pass rate by 5% for the Living Environment, Global History, and Common Core Math Regents as compared to the June 2015 data.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>To increase continuity of instruction and provide more in-depth learning, the instructional schedule at T&amp;P will be altered to provide double periods (90 minute learning blocks) for Living Environment, Global History, and Math.</p>	<p>9<sup>th</sup> Grade Living Environment, Global History &amp; Math</p>	<p>September 2015 – June 2016</p>	<p>Administration, teachers, grade team coordinator, guidance counselor, IEP &amp; ELL coordinator</p>
<p>To further assist our students and raise T&amp;P's literacy levels, a new ELA curriculum (HMH Collections) will be implemented to support literacy and align to the common core standards which provide multiple entry points for learning.</p>	<p>9<sup>th</sup>-12<sup>th</sup> Grade English Language Arts</p>	<p>September 2015 – June 2016</p>	<p>Administration, teachers, grade team coordinator, IEP &amp; ELL coordinators</p>
<p>To further assist our students with writing competency and college and career readiness, T&amp;P will develop and implement a new writing curriculum that will align to grade level literacy expectations as well as the common core standards.</p>	<p>9<sup>th</sup>-12<sup>th</sup> Grade</p>	<p>September 2015 – June 2016</p>	<p>Administration, teachers, grade team coordinators, guidance counselor</p>
<p>Assessments used and created by the teachers of T&amp;P will be more closely aligned to the curriculum and subsequently aligned to the common core standards. Rubrics and assessments will be more consistently utilized so that students can better understand and monitor their achievements.</p>	<p>9<sup>th</sup>-12<sup>th</sup> Grade</p>	<p>September 2015 – June 2016</p>	<p>Administration, teachers, grade team coordinators, guidance counselor</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>NYSTEL funds: Our school has opted into the DOE Core Curriculum which provides additional financial support from the DOE to fully purchased our new ELA curriculum and provide professional development for our teachers and administrators.</p>
<p>We will hire additional teachers to support our double period model.</p>
<p>We will provide academic intervention services after school and on Saturdays</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<ul style="list-style-type: none"> <li>-Weekly instructional leads meetings with the school’s instructional cabinet</li> <li>-Monitoring of our Advance data</li> <li>-Monitoring school assessment data</li> <li>-Monitoring tutoring attendance data</li> <li>-Monitoring school scholarship data</li> <li>-Monitoring Grade Team intervention strategies</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , 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.

A review of the school’s Learning Environment Survey, our school progress report, on-going discussions with students and families, low inference collected at our end of year school community retreat we have determined there was a need to provide additional services to support transition for incoming ninth grade students and to provide targeted support to a cohort of students that historically have structure at T&P.

Strengths:

- Grade Teams
- SIT Team
- Weekly Attendance Meetings

### Part 2 – Annual Goal

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

By June 2016, 100% of the incoming 9<sup>th</sup> graders will be mentored to ensure that they will receive support as they transition from middle school into high school.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Peer Group Connection (PGC) – The Center for Supportive Schools (CSS) trains school faculty to teach leadership courses to select groups of older students(11 <sup>th</sup> & 12 <sup>th</sup> graders), who in turn educate and support younger students (9 <sup>th</sup> graders).	All 9 <sup>th</sup> graders	September 2015 – June 2016	Assistant Principal and Counselor
Achievement Mentoring (AM) - Achievement Mentoring contributes to a school environment that allows students to realize that their actions can bring about desired consequences and reinforces this belief by eliciting participation from teachers, parents, and other significant adults in the student’s life.	At risk 10 <sup>th</sup> & 11 <sup>th</sup> graders	September 2015 – June 2016	Grade Team Coordinator
Grade Teams – Grade teams provide necessary support for teachers. This is the platform for discussing any pertinent issues with and/or amongst students. Progress and next steps/supports are taken into account to determine what will best for the individual student situation.	9 <sup>th</sup> – 12 <sup>th</sup> grades	September 2015 – June 2016	Assistant Principal, Grade Team Coordinator and Counselor
Success Mentor Meetings – the focus will be on chronic absenteeism and strategies to combat the problem.	9 <sup>th</sup> – 12 <sup>th</sup> grades	September 2015 – June 2016	Assistant Principal, Grade Team Coordinator and Counselor

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
- Funds to purchase the PGC and AM programs have been allocated in the Community School grant through Sports & Arts in Schools Foundation (SASF) our CBO.											
- PGC: A class has been scheduled for the 11 <sup>th</sup> & 12 <sup>th</sup> graders who will be mentors to the 9 <sup>th</sup> graders. One period per week will be allotted in the schedules of 9 <sup>th</sup> graders to meet with their mentors.											
- AM: Twenty (20) staff members have been identified and will schedule weekly meetings with their mentees.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other
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**Part 5 – Progress Monitoring**

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

- Grade Teams will meet weekly to discuss progress.
- Advisors for PGC will meet bi-weekly
- Progress reports for all students being mentored will be generated, reviewed with mentees and parents
- Achieve Mentors will meet bi-weekly.
- First marking period grades will guide discussions and next steps.

**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.

The High School for Teaching and the Professions (T&P) has developed a successful model for instituting important elements of the Danielson Framework for Teaching. As indicated on the Quality Review, T&P has an effective system for communicating high expectations and a well-maintained structure of training and accountability. As a result, T&P has achieved “a culture of mutual accountability for identified expectations. Develop teaching strategies to improve higher-order thinking skills in class discussions and student work products, including the work of English language learners and students with disabilities (Quality Review, 2015). T&P has identified “ trends in teacher practice, and developed a plan of action to deepen teacher skill in providing students with opportunities to engage in student centered tasks and rich discussion” .

The High School for Teaching and the Professions requires an increased focus on using different teaching strategies to provide more consistent opportunities for students to engage and demonstrate higher-order thinking skills in their discussions and work. As indicated in the Quality Review, “inconsistent teaching strategies lead to uneven demonstration of higher-order thinking skills in class discussions and student work products,” (2015). The High School for Teaching & the professions requires an increased focus on engaging teachers in more meaningful inter-visitation that will result in strengthening our coherence on school-wide practices and increasing student achievement for all learners, including English language learners and students with disabilities.

### Part 2 – Annual Goal

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

By June 2016, 50% of teachers will be engaged in meaningful videotaped inter-visitations to analyze trends in teachers’ practices, and develop a plan of action to deepen teachers’ skills in providing students with opportunities to engage in student centered tasks and rich discussion.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
-Inter-visitation protocol will incorporate pre and post conference  -Videotaped inter-visitation within department for same grade level  -Instruction will be differentiated across all content areas to meet the instructional needs of all targeted students.	9-12 grades	September 2015 – June 2016	Administration, teachers, grade team coordinator, IEP & ELL coordinator
-Professional development will be provided to teachers on best practices to monitor rigorous instruction and student engagement	9-12 grades	September 2015 – June 2016	Administration, teachers, grade team coordinator, IEP & ELL coordinator
-Teachers school-wide will be involved in the Inter-visitation Protocol which will be divided in three rounds per semester.	9-12 grades	September 2015 – June 2016	Administration, teachers, grade team coordinator, IEP & ELL coordinator
-Teachers school wide more consistently will implement scaffolding strategies such as sentence starters, annotation to develop students centered discussion.	9-12 grades	September 2015 – June 2016	Administration, teachers, grade team coordinator, IEP & ELL coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use our weekly common planning time to support inter-visitation meetings											
School aides will support the video taping of the classes.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
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-Weekly instructional leads meetings with the school's instructional cabinet

-Monitoring of our Advance data

-Monitoring school assessment data

-Monitoring school scholarship data

-Monitoring weekly reflection documentation from teachers

**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

**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.

**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.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>-reading below their grade level</li> <li>-failed ELA regents or Common Core</li> </ul>	<ul style="list-style-type: none"> <li>-Double period for all incoming 9th grade students to provide accelerated acquisition of comprehension skills and writing skills.</li> <li>-ELA regents prep classes</li> <li>-Humanities summer bridge program</li> <li>-Credit accumulation program</li> <li>-Weekly tutoring</li> <li>-Saturday Academy</li> <li>-Native language course for ELLs</li> </ul>	<p>Programs will be delivered to students in following methods:</p> <ul style="list-style-type: none"> <li>-One on one instructional support</li> <li>-Small group instructional support</li> <li>-Online learning instruction aided by licensed teachers</li> <li>-tutoring by teachers and peer tutors</li> </ul>	<p>Programs will be offered:</p> <ul style="list-style-type: none"> <li>-During the school day</li> <li>-After school</li> <li>-Weekends</li> <li>-Summer</li> </ul>
<b>Mathematics</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>-below their grade level in math</li> <li>-failed math regents or Common Core</li> </ul>	<ul style="list-style-type: none"> <li>-Double period for all incoming 9th grade students to provide accelerated acquisition of comprehension skills and writing skills.</li> <li>-Math prep classes</li> <li>-Humanities summer bridge program</li> <li>-Credit accumulation program</li> </ul>	<p>Programs will be delivered to students in following methods:</p> <ul style="list-style-type: none"> <li>-One on one instructional support</li> <li>-Small group instructional support</li> <li>-Online learning instruction aided by licensed teachers</li> </ul>	<p>Programs will be offered:</p> <ul style="list-style-type: none"> <li>-During the school day</li> <li>-After school</li> <li>-Weekends</li> <li>-Summer</li> </ul>

		<ul style="list-style-type: none"> <li>-Weekly tutoring</li> <li>-Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>-tutoring by teachers and peer tutors</li> </ul>	
<b>Science</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>-reading below their grade level</li> <li>-failed science regents</li> </ul>	<ul style="list-style-type: none"> <li>-Double period for all incoming 9th grade students to provide accelerated acquisition of comprehension skills and writing skills.</li> <li>-Science prep course</li> <li>-Humanities summer bridge program</li> <li>-Credit accumulation program</li> <li>-Weekly tutoring</li> <li>-Saturday Academy</li> <li>-Native language course for ELLs</li> </ul>	<p>Programs will be delivered to students in following methods:</p> <ul style="list-style-type: none"> <li>-One on one instructional support</li> <li>-Small group instructional support</li> <li>-Online learning instruction aided by licensed teachers</li> <li>-tutoring by teachers and peer tutors</li> </ul>	<p>Programs will be offered:</p> <ul style="list-style-type: none"> <li>-During the school day</li> <li>-After school</li> <li>-Weekends</li> <li>-Summer</li> </ul>
<b>Social Studies</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>-reading below their grade level</li> <li>-failed a social studies regents</li> </ul>	<ul style="list-style-type: none"> <li>-Double period for all incoming 9th grade students to provide accelerated acquisition of comprehension skills and writing skills.</li> <li>-World History elective course</li> <li>-US History Prep Course</li> <li>-Humanities summer bridge program</li> <li>-Credit accumulation program</li> <li>-Weekly tutoring</li> <li>-Saturday Academy</li> <li>-Native language course for ELLs</li> </ul>	<p>Programs will be delivered to students in following methods:</p> <ul style="list-style-type: none"> <li>-One on one instructional support</li> <li>-Small group instructional support</li> <li>-Online learning instruction aided by licensed teachers</li> <li>-tutoring by teachers and peer tutors</li> </ul>	<p>Programs will be offered:</p> <ul style="list-style-type: none"> <li>-During the school day</li> <li>-After school</li> <li>-Weekends</li> <li>-Summer</li> </ul>

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are identified for services through the following methods:</p> <ul style="list-style-type: none"> <li>-Weekly grade team meetings (SIT)</li> <li>-IEP teams and required services as indicated by the IEP</li> <li>-Referrals from families</li> <li>-Student request</li> </ul>	<p>-All students receive guidance services</p> <ul style="list-style-type: none"> <li>-services provided by our social workers and school psychologist as indicated on student IEPs and as needed for other students determined through weekly team meetings (SIT)</li> <li>-Counseling services are also provided by our CBO social worker</li> </ul>	<p>Programs will be delivered to students in following methods:</p> <ul style="list-style-type: none"> <li>-One on one counseling</li> <li>-Small group counseling</li> </ul>	<p>Programs will be offered:</p> <ul style="list-style-type: none"> <li>-During the school day</li> <li>-After school</li> </ul>
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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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>Teachers are recruited from the various organizations below that have vetted their credentials to ensure they are HQT:</p> <ul style="list-style-type: none"> <li>• New York City Department of Education New Teacher Finder</li> <li>• Local colleges and universities</li> <li>• Partnership with Lehman College's student teacher program</li> </ul> <p>Teachers are provided with mentoring according to the requirements of the NYCDOE. Additionally, new teachers are paired with more experienced teachers who provide support. Subject-area supervisors provide support and guidance for new teachers to ensure that they adjust well to teaching.</p> <p>All teachers engage in our school's weekly professional learning sessions.</p>

#### 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).
<p>Professional Learning (PL) is a continuous strategic process, at the High School for Teaching and the Professions, to provide opportunities for our school community to come together to highly engage in supports that improve teacher practice resulting in improved outcomes for student achievement and social development. The underpinnings for our school-wide focus for PL opportunities derive from an extensive analysis of student data, collaborative refinement of our school's Instructional Focus, analysis of our <i>Advance</i> data, and collaborative work with our school's professional learning committee.</p> <p>We are committed to becoming an active laboratory for implementing, reflecting upon and refining practices leading to student success and professional growth for all faculty members. Our reflective and collaborative structure will further guide the teaching and learning work at T&amp;P.</p> <p>Our core values supporting our Professional Learning Plan will ground the work and all supported by research:</p>

- A focus on student learning needs as informed by classroom, school and system data ( *CIE: Knowledge of Students* );
- Improvement of educational practice through self-assessment, feedback, and analysis of authentic educator and student work;
- Reflective collegial dialogue that offers teams of educators opportunities to positively challenge their thinking as well as new perspectives in their practice; and
- A commitment to on-going work, implementing new learning, and documenting educator and student growth.

Our professional learning plan will serve as a lever to support our school in meeting our Comprehensive Education Plan (CEP) goals and the NYC Department of Education’s Citywide Instructional Expectations (CIE). Our PL plan is in a cycle of continuous refinement—gathering and analyzing data, and identifying weaknesses and areas of concern. Our systems and structures for this refinement foster a culture of customized professional learning opportunities for our faculty and staff members. Furthermore, a development of shared and coherent strategies will enable us to address specific concerns, supporting each other, and gathering new data and information to assess the impact of our work to improve student outcomes and teacher effectiveness.

As a school community, we have come together to prioritize and strategically craft our school’s instructional focus. This instructional focus will anchor our work toward meeting our goals; inform school wide and targeted professional development plans; support observation and feedback cycles; and support the communication of our academic expectations with families.

**School-Wide PL Focus**

Our school-wide focus for professional learning is developed taking into account all of the aforementioned. The goal is to design and implement a plan that is effective in advancing gains in student achievement, purposeful and applicable and ultimately guided by data analysis, teacher input and choice. To this end, we analyzed data from two school-wide activities:

1. *Advance* Data for the 2014-2015 school year. In addition to the teacher evaluation expectations outlined by the NYC DOE.
2. Teacher Professional Development Survey conducted in September 2015.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

We have embraced shared decision-making consisting of representative stakeholders in the school, such as teachers, parents, support personnel, and administrators. Distributive leadership spreads decision-making authority throughout the school. Unlike traditional, principal-dominated school leadership models, distributive leadership provides us with opportunities for everyone—including teachers, students, parents and community members—to participate in key decisions. There are many advantages to this type of organization. It fosters community engagement, provides opportunities for professional and personal growth, and enables sustained progress despite inevitable changes in leadership over time.

Teachers and administrators meet regularly to develop a clear picture of what achievement we intend to measure. We begin with clear statements of the intended learning—clear and understandable to everyone, including students—so that we end up with sound assessments, expectations and supports for everyone.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	393,988.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,664.00		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,267,135.00		

**<sup>1</sup>Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

---

#### **Parent Involvement Policy (PIP) Template**

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: HS for Teaching & Professions	DBN: 10X433
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 4

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The High School for Teaching and the Professions has an ESL program that currently serves 107 students. This program is comprised of both stand alone classes and push-in support. Beginning level students receive three periods per day of ESL support, and for Intermediate level students, there are two periods of ESL support per day. Advanced level students receive services in the form of push-in support in their English Language Arts classes. Student placement in the ESL program is based on the results of the NYSESLAT and NYSITELL exams, and data from ATS are regularly reviewed in order to identify students requiring ESL services. In addition, all core subject area teachers meet weekly in departments and with school leaders to analyze data and student work on a variety of assessments, including the NYC Performance Assessments, Regents exams, and teacher-created, Common Core-aligned assessments. Based on this analysis of data, teacher teams and school leaders identify instructional adjustments and recommend students for additional support services as needed.

The ESL program is designed to facilitate language acquisition for our English language learners at an accelerated pace. The curriculum uses a variety of texts, including materials from the EDGE program (Hampton-Brown) and teacher-created materials aligned with the New York State Engage curriculum and the Common Core Standards for Literacy. The goal of the curriculum is to give students the necessary support in reading, writing, speaking and listening skills to ensure success on the the NYSESLAT and Regents exams, and promote college and career readiness.

The Title III allocation will be used to support the implementation of ESL Saturday Academy and After School programs. Students will be assigned to this programs based on ELL status, targeting beginning and intermediate English language learners as well as students identified through the inquiry process as needing additional support. Participating students will attend Saturday Academy sessions 25 times per year, receiving three hours each week of direct instruction, from 9:00 AM to 12:00 PM. These sessions are facilitated by both ESL and content teachers and focus on the development of English language skills across content areas. There will be up to five teachers, with at least one certified in each of the content areas covered, including math, English, social studies, the sciences, and ESL. Teachers work with students on building reading, writing, speaking, and listening skills that will increase achievement on Common Core-aligned assessments and build college and career readiness. Students will also have the opportunity to engage in online activities through Castle Learning, for Regents preparation, and Achieve3000, for support in literacy skills. Anticipated attendance is 75 students, with a teacher to student ratio of 1:15.

The intent of the After School program is to support English language learners in preparing for Regents exams. There will be 16 one-hour sessions in the months immediately preceding the administration of Regents exams (8 sessions in January and 8 sessions in May/June). These sessions will be facilitated by content-area teachers and will focus on targeted support for success on the exams, using Castle Learning, Achieve3000, and individualized supports for groups of students in identified areas of need across content areas. There will be up to five teachers participating, with at least one certified in each of the content areas covered, including math, English, social studies, the sciences, and ESL. After school sessions run from 3pm to 4:00pm, and are open to up to 75 students.

### Part C: Professional Development

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

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

Begin description here:

All teachers participating in the Title III program receive professional development in strategies to support English language learners, with a focus on providing scaffolds and adjusting instruction to address language needs and promote reading, writing, speaking, and listening skills. These sessions take place on a weekly basis throughout the year and include the following topics:

- Scaffolding Reading of Complex Texts for English Language Learners
- Building Academic Vocabulary
- Engaging and Supporting English Language Learners in Classroom Discussion
- Using Student Self-Assessment and Rubrics
- Planning Lessons that Integrate Universal Design for Learning Principles
- Supporting English Language Learners in Meeting Common Core Standards in Literacy
- Designing Lessons Implementing Achieve3000
- Using Castle Learning to Support Regents Readiness
- Using Student Data to Inform Instructional Adjustments that Address the Needs of English Language Learners

Professional development is facilitated by the administrative team, instructional lead teachers, and a consultant from Pearson, Jennifer Weiss, as well as the network ELL specialist, Ramon Mejia, and a coach from Achieve3000, Nando Prudhomme. 48-minute professional development sessions take place during regularly scheduled professional periods and teachers work with a facilitator in small groups, determined by department, as well as areas of need identified through analysis of observation data.

### Part D: Parental Engagement Activities

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

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

Begin description here:

We are developing a website and utilize an online grading and data system (Skedula) to communicate with parents about their children's progress and performance in school. We also hold monthly parent meetings and workshops, facilitated by the parent coordinator, Nancy Rodriguez, in collaboration with the principal and assistant principals. Parental activities related to Title III include providing materials and training to help parents improve their children's academic achievement, and information on how to use technology (e.g. Pupil Path) to foster parent engagement and communication.

Parents are informed about upcoming events and workshops by the parent coordinator, and are regularly contacted by guidance counselors and teachers to discuss student achievement and progress. When necessary, the school's bilingual counselor, parent coordinator, secretaries, and school aides assist in scheduling and facilitating meetings. All parent workshops are conducted in both English and Spanish, and all materials sent to parents are provided in home languages

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>433</b>
School Name <b>HS for Teaching and the Professions</b>		

**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 <b>Roberto Hernandez</b>	Assistant Principal <b>Kamele McLaren</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Lesley Lighty</b>	School Counselor <b>Jessica Madera</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Jacqueline Marrero</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Nancy Rodriguez</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Elaine Lindsay</b>	Other (Name and Title) <b>type here</b>

**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	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>473</b>	Total number of ELLs	<b>98</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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				
<b>All ELLs</b>	98	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)

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

	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____
--	---

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														0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				0
Other										1			2	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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 _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - ELLs are given periodic assessments as a tool of evaluating the student progress throughout the course of the school year. These assessments include Achieve 3000, NYSESLAT, NYSITELL, the New York City Performance Assessments, and teacher generated formative and summative assessments. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This information informs the overall instruction that is provided within each ESL classroom.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

In all grades, most of our ELLs are categorized as intermediate or advanced. The largest percentage of ELLs are in the ninth grade, and they account for almost half of our ELL population (48%). The number of ELLs decreases annually. Students are programmed for their requisite classes, and they receive the necessary support and scaffolding that has been formulated by the ESL certified instructors.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

Students are programmed for their requisite courses while taking into account their NYSESLAT modalities. This year, High School for Teaching and the Professions implemented a push-in model for ESL. The ESL instructors push into ELA, social studies, and science classes to specifically work with the targeted ELL population. We also had one native language arts class, which we piloted this year. Students are provided necessary resources related to their respective proficiencies and areas for growth. The data is disaggregated, and the ESL instructors share the results with the faculty during whole faculty professional development.

The AMAO for the school population reveals that we have met the annual measurable objective for the ELL population. We also account for SWDs throughout our professional development and intra-departmental meetings.
- 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.

- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [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?  
Staff use data from the NYSESLAT, teacher-generated diagnostics and formative assessments to help inform their instructional decisions. Ongoing professional development is provided during our after school professional learning time and daily common planning periods to support content-area teachers with data analysis and provide instructional strategies to incorporate in their planning. Additionally, content teams meet regularly to case-conference, design curriculum and share best practices to support ELLs.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our ESL program is measured by student progress on the NYSESLAT examination. Additionally, students are assessed throughout the year using alternative forms of assessments. Achieve 3000, Rosetta Stone, and teacher-generated common formative and summative assessments provide data throughout the year and allow us to benchmark the progress of our ESL program

## 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.  
The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, ESL Teacher, and Native Foreign Language Teacher). Members of the team have students that are new to New York City Public Schools complete documents including the Home Language Survey. Once parents indicate a language other than English for the student's language, students are then designated for NYSITELL testing, which is administered within 10 days by our ESL Teacher. Upon review of the NYSITELL results, students are placed into corresponding ESL levels in compliance with their needs according to the assessment. Students are given appropriate native language support when possible and provided with necessary scaffolding throughout their content area classes. The ESL coordinators hold professional licenses in NYS for English Speakers of Other Languages and are well-versed in the administration of the NYSITELL. Native Spanish speaking students are also administered the Spanish LAB. This assessment is designed to gauge student native language mastery.
- All ELLs are tested annually. Student names are placed into an excel document and their completion of the four modalities on the NYSESLAT are tracked. Students are given all four parts of the NYSESLAT. Annual evaluations of our English Language Learners takes place after the NYSESLAT results are made available. Students are placed in appropriate levels based on their NYSESLAT designation. Additionally, we identify trends in students reaching proficiency and making progress on the NYSESLAT. ELLs are provided with appropriate leveled classes based on their NYSESLAT results. This process is incorporated into annual programming. The ESL teacher and guidance counselor evaluate the results of the examination annually.
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).  
Students are identified as SIFE through the SIFE questionnaire and through review of transcripts and student work. This review is done by members of the guidance and intake teams and informs programming and identification of targeted services and supports that will be provided to students.
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 identified by the Language Proficiency Team, through review of transcripts and SESIS records, and interviews with students and parents upon intake. The language proficiency team is made up of the ESL Coordinator, the Special Education Coordinator, the Guidance Counselors, and the Assistant Principal.

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.  
Once the NYSITELL has been administered and scored, the Parent Coordinator, ESL Coordinator, and Guidance Counselor ensure that entitlement and non-entitlement letters are sent home to parents. All letters are duplicated and placed in students' files.
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).  
As part of the intake process, the Parent Coordinator and Guidance Counselor communicate all procedures and policies, including the right to appeal ELL status, to parents.
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.  
The Parent Coordinator and Guidance Counselor show the approved Department of Education Parent Orientation Video and address any questions or concerns that may arise. Our analysis of the parent surveys shows that parents consistently choose ESL for their newcomers. Additionally, parents are given the option of other services and information is provided on dual language and transitional bilingual education services.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The Parent Coordinator and Guidance Counselor follow up with parents to ensure that Parent Surveys and Program Selection forms are returned in a timely manner.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The intake team keeps a spreadsheet of all new ELLs and uses this form to track completion of all necessary forms.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once appropriate placement is determined, the Parent Coordinator, ESL Coordinator, and Guidance Counselor ensure that placement parent notification letters are distributed. All letters are sent home in the students' home languages. Distribution of letters is tracked using the spreadsheet and letters are copied and placed in students' files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The HLIS and all necessary letters are all copied and placed in students' files.
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.  
Students eligible to take the NYSESLAT are identified by using the RLAT and RLER reports on ATS. Once students are identified, their daily programs are examined to determine a suitable schedule for the four sections of the NYSESLAT. Additionally, the NYSESLAT and testing coordinators along with the administration identify the qualified teachers for administering all parts of the exam. Generally, students are pulled out from their classes by the ESL teachers for the speaking section of the NYSESLAT. A separate testing schedule is created to test eligible students for the three listening/reading/writing sections. Over a three-day span, students are given a different section of the test each day. Make-up examinations are given to students on subsequent days during a make-up schedule.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The Parent Coordinator, ESL Coordinator, and Guidance Counselor work together to ensure that all necessary letters are distributed and that distribution is tracked using a spreadsheet. Letters are copied and placed in students' files.
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).  
Our analysis of the parent surveys shows that parents consistently choose ESL for their newcomers, and our program model is aligned with this trend.

## 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.

Our school offers a combination of push-in and free-standaing ESL classes. All Entering, Emerging, and Transitioning ELL students receive at least one period of ESL co-teaching in a content area class as well as one or two periods of a scheduled standalone ESL class. Advanced ELLs receive ESL through a co-taught content area class or a standalone ESL class. In terms of program models, students travel within their same grades for co-taught content area classes and grouped heterogeneously within the standalone ESL classes.
  - 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)?

All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes for Entering, 360 minutes for Emerging, and 180 minutes for Transitioning and Expanding students. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all accommodations for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students in both standalone ESL classes and ICT classes in ELA and other content areas. Former ELLs are programmed for 90 minutes per week of ESL instruction through ICT ELA and content areas classes taught by teachers certified in ESL or bilingual education.
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.

Content area instruction is delivered in English. ELLs are programmed with general education students for these classes. Every attempt is made to program these students into ICT classes for each content area to ensure that they receive the appropriate support. When availabe, some teachers can provide the students with native-language support. In addition, teachers provide student with native-language texts to supplement and support the English texts. Teachers give special attention to academic vocabulary and implement other strategies, such as the use of visuals, graphic organizers, and cooperative learning to provide multiple entry points for the ELLs in their classes and support language acquisition. Newly enrolled LEP students receive an array of academic and support services. We offer Regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teacher-generated summative and formative assessments are designed to address the four modalities in English throughout the year. Reading and writing modalities are also evaluated through the use of Achieve3000 activities and assessments. Rosetta Stone is used to supplement the evaluation of the students' listening and speaking skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

ELL subgroups receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented:

  - a. SIFE students receive a period of Native Language instruction in addition to ESL. They are also encouraged to participate our tutoring program designed to support them in their content-area classes.
  - b. Newcomer ELLs receive 540 minutes of ELL instruction weekly. They are engaged in a challenging theme-based curriculum which focuses on vocabulary development, phonics, phonemic awareness, close-reading strategies and academic concepts. Also, the culture, native language and life experiences of the students are imbedded throughout instruction. These activities are set up to build students' academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and develop language acquisition and academic concepts.
  - c. ELLs who have received services from 4 to 6 years receive similar instruction as newcomers; however, the work is

more rigorous and fewer scaffolds are used. Higher expectations are placed on these students to ensure their transition to general education classes without ESL services. Students are engaged in reading and writing activities more closely aligned to their grade-level counterparts, with close attention to the acquisition of Tier II academic language. Tutoring is available to these students to receive additional help with their content-area classes.

d. Long-term ELL instruction differs slightly from that of four to six year ELLs. While still rigorous, the program focuses on the students' acquisition of academic language, phonemic awareness, reading and writing strategies, and organization skills. Tutoring is available to these students to receive additional help with their content-area classes.

e. Former-ELLs are placed into ICT ELA and content-area classes for continued support. Teachers are made aware of the former-ELL population and modifications, such as bilingual glossaries and extra time, are made available for these students.

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.

All students' academic progress is monitored closely by the Guidance Team, which includes the Guidance Counselor, Assistant Principal, Parent Coordinator, Community Coordinator, and Community School Program Director. This team communicates with teachers and parents, via phone calls, emails, in-person meetings, Pupil Path, and our Google platform, to assess progress of students and identify necessary supports as needed.

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?

ELL-SWDs are programmed according to their proficiency levels. In addition to receiving instruction that is aligned with their proficiency levels, lessons are often differentiated to address the acquisition on academic language, phonemic awareness, reading and writing strategies, and organization skills. Further differentiation is provided to match the goals on these students' individualized educational plans. Additionally, modifications are provided as required by each student's IEP. A bilingual paraprofessional is available to special education students as an alternative placement. A variety of instructional materials are used to support ELL-SWDs. Technology is utilized with all ELL classes through the use of SMART boards and laptop carts. In addition, the students use language and literacy software, such as Achieve 3000 and Rosetta Stone. To support ELLs in the content areas, language frames, bilingual dictionaries and native language glossaries are made available. When available, books on CD or textbooks in the native language are provided.

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?

All ELL-SWDs are programmed for ICT content-area classes, with some of the teachers dual-certified in Special Education and ESL. In addition, some of the ICT teachers are bilingual. The use of ICT allows for differentiation to be provided that matches the goals on these students' individualized educational plans and for modifications to be provided as required by each student's IEP. A bilingual paraprofessional is available to special education students as an alternative placement.

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.

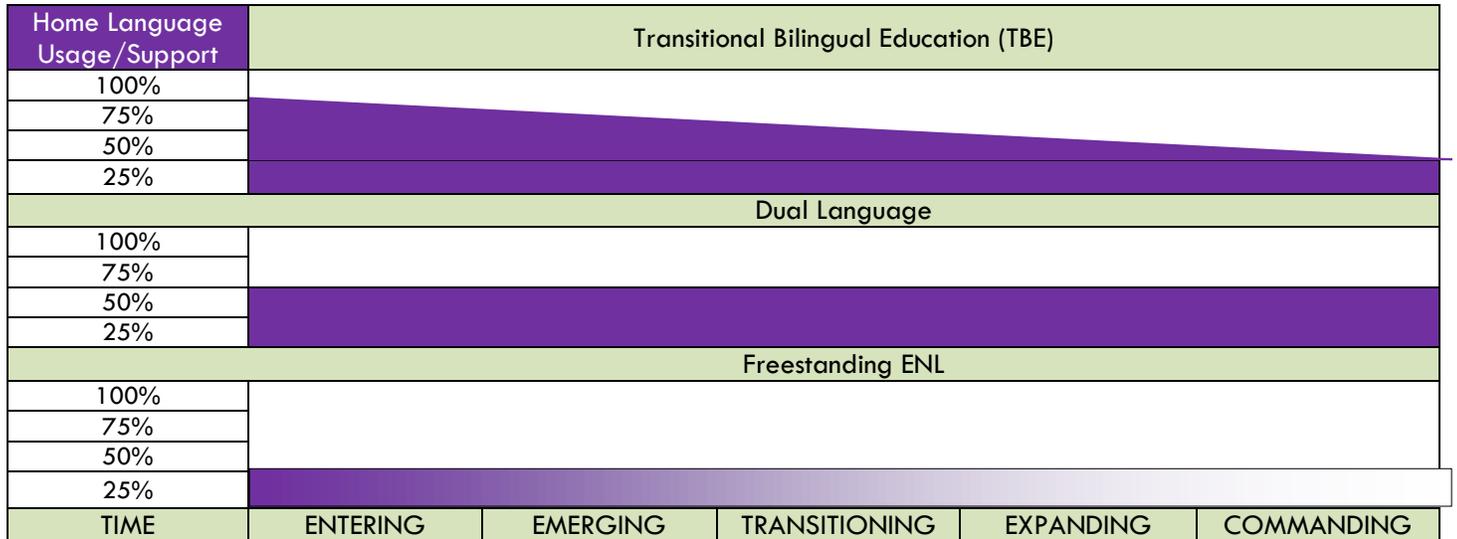


\*Note “other approved services” does not apply to New York City at this time.

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. ESL support is provided in ELA and content area classes through an ICT model in which one teacher in the room is certified in ESL or bilingual; Expanding students and Former ELLs are, whenever possible, programmed for ICT classes, or classes in which the teacher is dual certified in a content area and ESL/bilingual. Many teachers across content areas bilingual in English and Spanish, and when possible students are programmed for these teachers so that they may receive support in their native language. We provide extensive Academic Intervention Services (AIS) for ELLs, both after school and through our Saturday Academy. These small groups are taught by teachers of each content area who use ESL strategies to support students in language modalities while accessing the content.

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the Common Core and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ESL push-in and whole class instructional models are servicing the needs of our ELL population well. The school implemented a more balanced approach to the literacy of ELLs based on the data from recent NYSESLAT exams. According to data presented, the students needed more practice in reading and writing. As a result of this, students have been grouped and placed into mainstream ELA classes. The ESL certified instructor pushes into the mainstreamed ELA classroom and provides direct and individualized support for the students in those classes
12. What new programs or improvements will be considered for the upcoming school year?
- We have implemented a Saturday Academy and afterschool AIS for ELLs, through which our ELLs are able to receive Enrichment support on a weekly basis. Additionally, students are able to receive specific tutorial assistance in every subject area during these sessions and through daily tutoring sessions during lunch, which students can attend on an as-needed basis. For the upcoming school year, we are hiring an additional ESL instructor, who will serve as ESL coordinator, as well as an additional guidance counselor who will work specifically with our ELL population.
13. What programs/services for ELLs will be discontinued and why?
- We have not considered the discontinuance of any programs for the upcoming school year. We will take this under consideration as the school year progresses and we are able to assess the success of the programs we have in place
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are not excluded from any programs or clubs at our school. Supplemental services offered to ELLs include standalone ESL and native language arts classes, Saturday Academy and AIS classes designed specifically for ELLs, and individualized support from the guidance counselor who works with ELLs. We also have workshops scheduled for families of ELLs to inform them about ESL requirements and help them in making the best instructional decisions for their children.
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.
- Instructional materials and technology used to support ELLs include interactive Smart Boards, laptop computers, dual-language dictionaries, native language content area textbooks, and literacy libraries. There are glossaries provided for students in their native language which accommodate their comprehension throughout the core curricula.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language development is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. This curriculum is aligned with Common Core Standards and with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are two Spanish native language instructors on faculty, one of whom teaches a native language arts class. Additionally, there are three ESL instructors on faculty. Spanish is the only language elective currently offered at the High School for Teaching and the Professions. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in acquiring their second language
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All students at the High School for Teaching and the Professions are enrolled in grades 9-12. Students are grouped heterogeneously across grade levels in standalone ESL classes. In ELA and other content-area classes, instruction is tailored to

support all students in meeting the expectations of the Common Core standards for the appropriate grade level. Additional support targeted to specific grade levels is provided through meetings with the guidance counselor and small-group AIS instruction.

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).

Newly enrolled English Language Learners are offered a four-week summer bridge program during the summer preceding their freshman year of high school. The summer bridge program provides enrichment activities in English, Spanish and Mathematics. This provides an opportunity for students to become acclimated to the high school setting prior to the school year beginning. Staff involved in the summer brige program include the Parent Coordinator, ESL Coordinator, Guidance Counselor, and CommunitySchool Director.

19. What language electives are offered to ELLs?

Currently, Spanish is the only language offered other than English at the High School for Teaching and the Professions.

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)?

We do not currently have a dual language program at the High School for Teaching and the Professions

## 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.)

All ELL personnel at our school receive professional development in strategies to support English language learners, with a focus on providing scaffolds and adjusting instruction to address language needs and promote reading, writing, speaking, and listening skills. These sessions take place on a weekly basis throughout the year and include the following topics:

  - Scaffolding Reading of Complex Texts for English Language Learners
  - Building Academic Vocabulary
  - Engaging and Supporting English Language Learners in Classroom Discussion
  - Using Student Self-Assessment and Rubrics
  - Planning Lessons that Integrate Universal Design for Learning Principles
  - Supporting English Language Learners in Meeting Common Core Standards in Literacy
  - Designing Lessons Implementing Achieve3000
  - Using Castle Learning to Support Regents Readiness
  - Using Student Data to Inform Instructional Adjustments that Address the Needs of English Language Learners

Professional development is facilitated by the administrative team, instructional lead teachers, and a consultant from Teachers College, and other ESL specialists from the DOE. Professional learning sessions take place on Mondays after school, as well as during daily common planning time. Teachers work with facilitators in small groups, determined by department, as well as areas of need identified through analysis of observation data.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers engage in professional learning around the needs of students in meeting the expectations of the Common Core Learning Standards. ESL teachers receive targeted professional development in integrating Common Core Standards into ESL instruction. ESL teachers also attend professional learning and common planning sessions in which teachers deepen their understanding of Common Core aligned-curricula (including EngageNY modules for math and the Connections ELA curriculum) and plan lessons to meet the needs of their students. ESL teachers meet weekly as an inquiry team, engaging in a protocol that assesses student learning against targeted Common Core standards and identifies instructional adjustments to support individual and groups of students in meeting the expectations of the standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To assist ELLs as they transition from middle to high school, we provide staff with professional development to help them analyze the NYSESLAT scores and the State ELA and mathematics assessments to determine how to best address the needs of these incoming students. In addition, in content area teams, the staff will compare and contrast the reading and writing demands between middle school and high school, and what instruction will best bridge the gap for our ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

For the minimum hours of ELL training, all staff is provided with professional learning opportunities that deepen their understanding of the NYSESLAT exam, ESL proficiency levels, and specific strategies to support needs of ELLs in their classrooms. Since our ELLs receive content-area instruction in general education classes, the staff is presented with best practices for ELLs in their content areas that include methods for fair assessment, as well as strategies and scaffolds that can be implemented in content-area classes. Select staff are trained on how to score the NYSESLAT exams. Agendas are provided for teachers for all sessions and attendance is taken; all records are kept on file by the administrative team.

### 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?

In addition to scheduled parent-teacher conferences and the mandated parent orientation meetings with the intake team, parents of ELLs meet individually with the Parent Coordinator, ESL Coordinator, and Guidance Counselor and, as needed, ESL and content area teachers. These meetings address the ongoing needs of students as measured against their language proficiency assessment results and language development needs across content areas. The Parent Coordinator, ESL Coordinator, Guidance Counselor, and many teachers are bilingual in English and Spanish and can communicate and translate as needed. For parents who speak languages other than English or Spanish, translations are provided as needed.

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.

All letters sent home to parents, as well as agendas and attendance from meetings, are copied and kept on file. School staff keeps track of outreach and other communication with parents through spreadsheets that are updated regularly and shared with appropriate staff members via our Google platform.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organizations, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? As a Community School, we have partnered with the Community Based Organization Sports and Arts, and we have an ongoing partnership with Good Shepherd Services. These organizations partner with other school staff to facilitate workshops and coordinate support and services for ELL parents.

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

Needs of parents are assessed via learning environment surveys and other surveys that are created by our Parent Coordinator, ESL Coordinator, and Guidance Counselor and distributed via Google Forms. Data from surveys are reviewed and discussed during School Leadership Team meetings. Additionally, parents are invited to formal meetings where we discuss the success of our ELLs and collaboratively plan to ensure students are receiving the support they need. These meetings take place at least once per semester.

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

All parent involvement activities are facilitated in both English and Spanish by bilingual staff. For parents who speak languages other than English or Spanish, translations are provided of all documents. In-house surveys and feedback forms are administered by the Parent Coordinator, ESL Coordinator, and Guidance Counselor to collect regular feedback and address the needs of parents. Through our Community School partnership, the school will be offering literacy and English classes to parents, which will further support them in communicating with school staff about their children.

### 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.

Our ESL program has changed as a result of the needs of our student population. The student populations' needs have been reflected in the evolving ESL program. The incorporation of a push-in model into the High School for Teaching and the Professions has proven to be successful during the first three months of the school year. ELLs have responded positively to the new structure of the ESL program.

## **Part VI: LAP Assurances**

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

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 10X433**      **School Name: HS for Teaching and the Professions**  
**Superintendent: Elaine Lindsay**

### Before you begin, please check the following:

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

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

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

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

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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.

During the intake process, the parent coordinator, ESL coordinator, and guidance counselor meet with all parents. The HLIS is administered and parents are also interviewed about their language preferences. Parents are also all expected to complete Student Emergency Contact cards that note preferred languages of communication. Emergency contact cards and HLIS are kept on file and are accessible to staff members. In addition, the Parent Coordinator and the guidance team conduct regular surveys throughout the year to collect feedback and assess parents' ongoing needs. These surveys are administered in person during parent workshops and online through our Google platform.

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

Most parents' preferred language is either English or Spanish, with a few parents indicating Thai, Albanian, and Vietnamese.

## Part B: Creating a Communications Calendar

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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.)

Every year, our school disseminates and provides translations of letters from school leadership and teachers, overviews of curricula, parent-teacher conference announcements, information on AIS services, after-school programs, and Saturday Academy, information on parent workshops, information on Community School events, New York State testing dates, parent newsletters, and all necessary calendars.

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.

Throughout the school year, we have three formal parent-teacher conferences that are scheduled according to DOE guidelines, in the fall, winter, and spring. The Parent Coordinator facilitates monthly meetings for parents on specific topics determined through review of parent surveys and assessment of student data. Teachers schedule meetings and reach out to parents via email and phone on a weekly basis during designated parent engagement time on Tuesday afternoons. The guidance and attendance teams, as well as teachers, have regular informal interactions through phone calls, emails, and face-to-face meetings on an as-needed basis.

## Part C: Providing Language Assistance Services

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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.

All written Spanish translation is provided in-house by bilingual school staff. For translation into languages other than Spanish, the school will reach out to the Translation and Interpretation Unit, and outside vendors, as needed.

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.

All interpretation services into Spanish is provided in-house by bilingual school staff. For interpretation into a language other than Spanish, the school will reach out to the Translation and Interpretation Unit, and outside vendors, as needed.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

All staff members will be provided with the T&I Brochure, Language ID Guide, and Language Palm Card will be distributed at staff meetings and via email. Copies of this information will also be made available, on an as-needed basis, by the Language Access Coordinator.

#### **Part E: Providing Notice of Language Assistance Services**

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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

Parents are provided with all necessary materials notifying them of policies and programs for language access. In addition, during the intake process, parents meet with the guidance counselor, parent coordinator, and assistant principals, who review all requirements with them.

#### **Part F: Monitoring and Quality Control**

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

The parent coordinator and guidance team conducts regular surveys to gather feedback from parents on the quality and availability of services. These surveys are disseminated at parent meetings and online through our website and Google platform. School staff and the School Leadership Team meet regularly to review data from surveys and identify any necessary adjustments to services.