

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X565

School Name:

HIGH SCHOOL FOR ENERGY AND TECHNOLOGY

Principal:

MARIE GUILLAUME

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School for Energy and Technology School Number (DBN): 10X565
Grades Served: 9-12
School Address: 2474 Crotona Avenue Bronx, NY 10458
Phone Number: (718)733-3080 Fax: (718)733-3085
School Contact Person: Marie Guillaume Email Address: mguilla@schools.nyc.gov
Principal: Marie Guillaume
UFT Chapter Leader: Michael Pascarelli
Parents' Association President: Alexandra Flete
SLT Chairperson: Laurice Blake
Title I Parent Representative (or Parent Advisory Council Chairperson): Alexandra Flete
Student Representative(s): Jason Fermin
Jerilys Perez

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx, New York 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: (718) 741-3157 Fax: (718) 741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx, NY 10458
Director's Office Address: NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

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)
Ignazio Accardi	*Principal or Designee	
Michael Pascarelli	*UFT Chapter Leader or Designee	
Alexandra Flete	*PA/PTA President or Designated Co-President	
Garry James	DC 37 Representative (staff), if applicable	
Alexandra Flete	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jerilys Perez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jason Fermin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lisa Martinez	Member/Teacher	
Laurice Blake	Member/Assistant Principal	
Dircia Reyes	Member/Parent	
Kimberly Sherwood	Member/Parent	
Rosa Chinchilima	Member/Parent	
Nadia McHale	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

MISSION:

The High School for Energy and Technology is a 9-12th grade learning community, committed to fostering a safe and nurturing culture of learning in a practical program that prepares students for professional careers in engineering and building technology. Students are supported as they move through our rigorous college and career preparatory sequence, as career decisions are based on student interest and student need. We balance our challenging academic program with core curricula activities combined with hands-on project based learning. The idea of sustainability is a driving principle behind our practice of offering our graduates both college and career options as pathways to their success. We offer local and national partnerships that provide students with the tools they need to succeed in the engineering and technical fields.

VISION AND VALUES:

PERSONALIZATION (SUPPORTIVE ENVIRONMENT)

Each student is entitled to personalized attention unique to them to help them reach their maximum potential.

PERSEVERANCE (TRUST)

We constantly strive to build an atmosphere of trust with our students and we will not relent in providing students the tools they need to realize their own success.

ADVOCACY (STRONG FAMILY – COMMUNITY TIES)

We strive to build strong partnerships and will continue to serve as advocates and allies for our students and families.

INQUIRY (RIGOROUS INSTRUCTION)

Student need and choice drives our instructional practice and students must have the opportunity to inquire and be challenged by our instruction.

In school year 2014-2015 the High School for Energy and Technology had 306 students from grade 9 through grade 11. The school population comprises 28% Black, 70% Hispanic, 1% White, and 1% Asian students. The student body includes 9% English language learners and 28% special education students. Boys account for 84% of the students enrolled and girls account for 16%. The average attendance rate for the school year 2014-2015 was 85.0%.

Area of Celebration: High Expectations 3.4 QR/Supportive Environment FGS

HSET School leaders consistently communicate high expectations to staff, provide training, and have established systems of accountability for those expectations. Teacher teams and staff establish a culture for learning that systematically communicates high expectations for all learners. Structures for communication and collaboration result in a culture of mutual accountability. Guidance and advisement ensure that all learners, including high need sub-groups, own their educational experience and are preparing for post-secondary life .

Areas of Focus: Assessment 2.2 QR/Rigorous Instruction FGS

Across classrooms at the High School for Energy and Technology, assessments are aligned to curricula and are used to determine student progress toward goals and provide actionable feedback to teachers and students. While our school tracks student performance and utilizes data to make instructional and curricula decisions, we strive to more consistently triangulate data to evidence a clear alignment between teaching practices and increased mastery for groups of students.

10X565 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11	Total Enrollment	312	SIG Recipient	YES
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	N/A	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	5	# Dance	N/A	# CTE	6
School Composition (2013-14)					
% Title I Population	110.5%	% Attendance Rate			85.1%
% Free Lunch	85.8%	% Reduced Lunch			4.7%
% Limited English Proficient	10.0%	% Students with Disabilities			22.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.4%	% Black or African American			26.5%
% Hispanic or Latino	69.2%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	1.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			16.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7
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	s	Mathematics Performance at levels 3 & 4			68.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.9%	% of 2nd year students who earned 10+ credits			80.6%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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				

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.

According to the Quality Review for the 2014-2015 academic year, HSET received the following ratings on the best practices in the school. In the area of “engaging, rigorous, and coherent curricula HSET was identified as "Well Developed" in all subjects. With regard to the development of "teacher pedagogy from a coherent set of beliefs, about how students learn best", the reviewer rated HSET as "Proficient". Also in examining the practice of “aligning assessments to curricula” HSET was identified as "Proficient". This rating was evident through the practice of infusing habits and higher-order skills in curricula and academic tasks, and embedded in a coherent way across grades and content areas.

According to the 2014-2015 Quality Review, Quality Indicator 2.2 Assessment HSET was Proficient. The finding indicated that "across classrooms, assessments are aligned to curricula and are used to determine student progress". A review of the Algebra regents data showed however that a high percentage of students are not performing at proficiency levels. As a way to address this area of need HSET developed and has implemented a dual program for all incoming freshmen. Each incoming freshmen is programmed to take Algebra one Intro to Mathematical Functions. Students are expected to take the Algebra regents after one year instead of following the two year model used in the previous year. Curricula coherence is demonstrated in units plans, lessons and tasks across grades and subject areas that emphasize higher order thinking and problem solving skills, and also integrate the instructional shifts. College and career readiness is promoted for all learners, including English language learners and students with disabilities. HSET leaders and faculty align curricula to Common Core Learning Standards and strategically integrate the instructional shifts across units and instructional tasks.

Across grades and content areas, curricula reflect a belief that rigor is not only defined by the complexity of a task but the opportunity for students to engage with content, act as researchers, and become experts in areas of study. Planning across grades and content areas reflect consistent opportunities for students to work within Depth of Knowledge levels three and four. For example, in English language arts, students examine causal relationships among characters; in science, students evaluate observational and scientific data to form and test hypotheses; in social studies, students examine multiple perspectives on historical events; and in math, students apply mathematical skills to real world experiences. HSET seeks to increase the use of Depth of Knowledge tasks involving levels three and four to all classrooms and across all grade levels. In addition, will seek to integrate rigorous tasks that require students to work within Depth of Knowledge levels three and four with school focus on four key habits of mind; writing using a variety of texts, using textual evidence, incorporation of multiple views and perspectives, and refining work and the work of others.

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 grade nine math teachers will collaboratively develop two rigorous CCLS aligned units of study and performance tasks that integrate our four "Habits of the Mind" infused with Depth of Knowledge levels 3 and 4 to improve teacher pedagogy and instructional practice as measured by the development of two exemplary units of study by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development in the research of David Conley in using Habits of Mind to promote College and Career readiness.</p>	<p>All HSET Teachers</p>	<p>August 2015 to June 2016</p>	<p>Principal, Assistant Principal, Teacher Team Leaders</p>
<p>Professional learning community inquiry projects centering on the formation of student tasks will be designed to provide modification for SWD and ELLs, as well as provide multiple entry points for all students.</p>	<p>SWD, ELLs, Over age/under-credited students</p>	<p>4 cycles of Professional learning community Inquiry projects. Two in Fall Term 2015 and two in Spring Term 2016</p>	<p>All teachers in major students of Math, Teacher Team Leaders, Assistant Principal, Principal</p>
<p>HSET will host two Curriculum Evenings to provide parents with support and help facilitate their understanding of CCLS and the connections rooted in our Habits of Mind. In addition, parents will also be provided with critical insight and information to help them understand the relevance of Depth of Knowledge Levels 3 and 4 to instructional decisions made at HSET.</p>	<p>Students, Families, Community Members</p>	<p>October 2015, May 2016</p>	<p>All HSET Teachers, Guidance, staff, and Administration</p>
<p>Student advisory will continue to act as a conduit for empowering students with information regarding their academic progress, through the use of data instruments such as Individual graduation plans,</p>	<p>All HSET students and Families</p>	<p>October 2015, May 2016</p>	<p>All HSET Teachers, Guidance, staff, and Administration</p>

progress reports, color coded report cards, college workshops

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.

HSET will use programming resources and planning to provide teachers time to conduct inquiry work as well as unit planning work. SIG Monies will be used to provide additional planning time and Professional Development via our partnership with the Institute for Student Achievement.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, the grade nine math teachers will collaboratively develop two rigorous CCLS aligned units of study and performance tasks that integrate our four Habits of the Mind with Depth of Knowledge levels 3 and 4 to improve instruction, as measured by student performance on a midpoint benchmark Mock Regents exam and the Common Core Algebra Regents. in June 2016.

School leaders will continue to conduct on-going 'monitoring of progress' toward meeting this goal through formal and informal observations. Teachers will be provided with specific and actionable feedback as to their progress on the teacher evaluation rubric and the integration of HSET Habits of Mind and Depth of Knowledge Levels 3 and 4.

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

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

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

Part 1 – Needs Assessment

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

HSET cultivates a supportive environment by communicating high expectations to all constituents. According to the school's quality review for the 2014-2015 academic year HSET received a a rating of **Well Developed** in component 3.4, for “engaging, rigorous, and coherent curricula in all subjects”. HSET school leaders will continue to consistently communicate high expectations to all staff, provide training, and have established systems of accountability for those expectations. Teacher teams and support staff establish a culture for learning that systematically communicates high expectations for all learners. Structures for communication and collaboration result in a culture of mutual accountability. Guidance and advisement ensure that all learners, including high need sub-groups, own their educational experience and are preparing for post-secondary life.

HSET conveys high expectations to students through frequent town hall meetings, advisory, and ongoing progress data accessible through Pupil Path and at the end of each marking period, as well as student Individual Gradation Plans. During town hall meetings, students have the opportunity to hear guest speakers from colleges and businesses. Students also receive color coded transcripts which identify where they are on the path to graduation. Transcripts and Pupil Path include all course and exam requirements and progress towards meeting them. Present data shows that 75% of the students in the 2016 cohort are on track for graduation, with another 13% approaching.

HSET has developed an intervention committee called the S.A.I.L. program. (**S** - Success for All, **A** - Academic Support, **I** - Intervention Services (social/emotional), **L** - Life Skills: College and Career Readiness). The team closely monitors students who are identified in need of support. The **S.A.I.L.** program provides support to our neediest students or those who are not on track . This committee meets one on one with students and families to develop graduation plans that include opportunities for credit earning and regents support through the following services.

- College Readiness Workshops
- Advisory
- Regents Prep Academy
- Credit Recovery
- Extended Day
- Color-Coded Report card
- Individual Graduation Plans
- Respect for All

- Counseling
- Co-op Students program

By February 2016, HSET SA.I.L. will review student transcripts as well as scholarship data to evaluate student progress and implement remediation strategies as needed.

Part 2 – Annual Goal

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

By June 2016, student outcomes will reflect a 2% increase in the number of 10th grade students earning 10+ credits compared with last years 10th grade cohort.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Focused learning supports such as extended time, mastery learning, task modifications are examples of the academic supports provided via S.A.I.L. Wake-up calls, absentee home visits, and color-coded reports, plans, and transcripts are social/emotional supports that will support the work of S.A.I.L.	Students in each grade level identified as “approaching on track” and “off Track”.	September 2015 to June 2016	S.A.I.L Committee members in each grade level, Teacher leader for each grade level, Assistant Principals, Principal
S.A.I.L students, committee members, and classroom teachers will design the focused supports including extended time, mastery learning, task modifications to allow SWD and ELLs multiple points of access	Students in each grade level identified as “approaching on track” and “off Track”.	September 2015 to June 2016	S.A.I.L Committee members in each grade level, Teacher leader for each grade level, Assistant Principals, Principal

Mandatory S.A.I.L student parent meetings will be conducted at minimum of twice per year to discuss goals and progress.	Parents and families, Students in each grade level identified as “approaching on track” and “off Track”.	September 2015 to June 2016	S.A.I.L Committee members in each grade level, Teacher leader for each grade level, Assistant Principals, Principal

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.										
S.A.I.L Committee Planning time and Title 1 resources will be allocated to S.A.I.L for committees to effectively allocate and install interventions for students.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 70% of all students in the 10th grade cohort will have 5 or more credits.
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.

According to the 2014-2015 Quality Review Indicator 4.2, HSET was Proficient. The majority of HSET teachers engage in inquiry-based professional collaborations aligned to the school’s instructional goals. A distributed leadership structure provides teachers with opportunities to build leadership capacity. The work of teacher teams has resulted in strengthened teacher capacity as well as teacher ownership in school decisions. This work was validated through the 2014-2015 Quality Review which highlighted HSET as Proficient in engaging in structured professional collaborations on teacher teams using inquiry approach that promoted shared leadership and focused on improved student learning.

Teacher teams engage in a five point protocol for looking at student work. Teachers also participate in instructional teams geared towards a deeper analysis of student work by examining their instructional practice of creating and reflecting on assessments aligned to CCLS and the quality of their student work. Teachers examine the use of the Student Engagement Every Lesson (SEEL) protocol, Common Core Learning Standards, Habits of Mind, rubric design, and feedback to students. Teachers use this process to design and revise tasks and inform the resulting instruction. This has resulted in increased student progress on the Habits of Mind rubric, with average scores shifting from 2.0\4.0 to 2.6\4.0, with students increasingly evaluating and engaging with high level content in meaningful ways.

Grade teams are teacher led, with team members alternating facilitation responsibilities. Teachers are accountable for presenting their work and giving feedback to their peers. Teachers attend professional development and bring learning back to their peers. Teachers identified professional development on co-planning and co-teaching models as being most impactful on their instruction resulting in increased student and teacher engagement. Tiered math tasks, Socratic seminars and a more strategic use of co-teaching models have been outgrowths of this work.

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, Algebra I teacher team members will collaboratively analyze student performance tasks to improve problem-solving skills as measured by a 3% increase in the 9th grade cohort students scoring at or above passing rate on the Common Core Algebra I Regents as compare to the 2014- 2015 ninth grade cohort.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Research conducted by Dufour and Marzano will be used as guiding principles in the installation program for Professional Learning Communities	All HSET teachers	September 2015 to June 2016	Assistant Principal, Principal, PLC Team Leader
Professional learning community inquiry projects centering on the formation of student tasks will be designed to provide modification for SWD and ELLs, as well as provide multiple entry points for all students.	All HSET teachers	September 2015 to June 2016	Assistant Principal, Principal, PLC Team Leader
Inquiry projects designed by PLCs will focus on student tasks and their relationship to student achievement. Refinement of task and modification of curricula at integral to the PLC process to impact student achievement.	All HSET teachers	September 2015 to June 2016	Assistant Principal, Principal, PLC Team Leader

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.											
Common planning time will be used during professional periods daily, as well as Monday after-school meeting time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The completion of 2 inquiry projects by each of the 4 Professional Learning Communities by January 2016 will serve as the midpoint benchmark toward meeting the 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

According to the Quality Review for the 2014-2015 academic year, the school received a **Well Developed** for school culture: a school that establish a culture for learning that communicates high expectations to staff, students, and families and provide supports to achieve those expectations.

HSET school leaders work to ensure that classrooms instruction reflects the belief that students learn best when engaged in collaborative exploration of content. Classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate) consistently provide multiple entry points into the curricula. Student work products and discussions reflect high levels of thinking and participation. Coherence in teaching practices provides all learners with opportunities to engage in hands-on, rigorous instruction that promotes higher order thinking and participation in work products and discussions.

Professional Development sessions are also targeted to provide teachers with support in meeting the needs of the schools off-track and lowest third populations. Grade level, Instructional team and the S.A.I.L. team meets weekly utilizing current student academic data to make decisions for providing academic, social and emotional support that drives student outcomes.

Part 2 – Annual Goal

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

By June 2016, school leaders including teacher leaders will create and implement a professional development plan that builds teachers’ capacity to use Depth of Knowledge Levels 3 or 4 with timely observation feedback and expectations for improvement, resulting in a 3% increase in teacher performance in Danielson component 3b Questioning and Discussion Techniques in Advance as compared to the 2014 -2015 academic year results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School leader professional development on use of Depth of Knowledge Levels 3 and 4 into every lesson.</p>	<p>Assistant Principals</p>	<p>August 2015 to September 2015</p>	<p>Principal</p>
<p>School leader observation feedback will include recommendations on modification and multiple entry points for all learners including SWD and ELLs.</p>	<p>Assistant Principals</p>	<p>August 2015 to January 2016</p>	<p>Principal</p>
<p>HSET will host two Curriculum Evenings for parents to gain a better understanding of our CCLS rooted Habits of Mind and their relationship to Depth of Knowledge Level 3 and 4. Officers of the PA and Parent members of the SLT will present at curriculum night to fellow parents as to their experience with their children in working on tasks involving Depth of Knowledge Levels 3 and 4.</p>	<p>Parents, PA Parent Leaders, SLT Parent Leaders</p>	<p>September 2015 to June 2016</p>	<p>Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Research materials focusing on student tasks as they relate to Depth of Knowledge Levels 3 and 4 will be purchased. Parent involvement funding will also be used to hold meetings and work sessions with families.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, 40% of the teachers will receive observations that evaluate the teacher's use of Depth of Knowledge Levels 3 or 4 with timely feedback and expectations for improvement.

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.

HSET school leaders, Teachers and parents participate in drafting the schools CEP goals which are later ratified at the SLT meetings. The objective is to create opportunities for all constituents to participate in the school and keep them informed about important events and resources which are available.

According to the 2014 – 2015 New York City School Quality Snapshot, the overwhelming majority of parents believe that HSET is a safe place for learning and are satisfied with the quality of instruction. They also feel that HSET is a welcoming place for families and that we do an excellent job keeping parents and families informed about programs and resources available to our students. 90% of parents say that school staff regularly communicate with them about how the staff can help their children learn. 100% of parents feel that teachers try to understand families' problems and concerns

HSET conducted five parent teacher conferences during the 2014-2015 school years as per the chancellor’s recommendations. During these sessions parents were provided with curricular information and information on student progress. Report cards provided tom parents are color-coded. Students identified as college-ready are blue; students passing all courses are green and off track students receive a red or yellow report card depending on the total number of courses they may have failed. Students with red report cards are automatically placed in the S.A.I.L program where they are monitored and provided with support designed to ensure their academic success. All students and parents receive a copy of the students’ progress towards graduation, in the form of their Individual Graduation Plans.

Parents and families also participate in our annual STAR Awards ceremony and banquet, where we celebrate all our students who are "on track".

Part 2 – Annual Goal

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

By June 2016, there will be a 4% increase of the number of parents who complete the New York City School Survey. There will be a 4% increase in the number of parents who attend parent teacher conferences this year, 2015-2016, as compared with the number of parents who attended parent teacher conferences during the 2014-2015 academic year. During the 2015-16 academic year there will be five more workshops for parents as compared to the HSET will provide increased opportunities to parents to participate in activities at the school. Parent surveys and workshops designed to provide parents with specific pieces of information will be conducted. Parent College Workshops, HSET family night, ELL parent orientations along with our regular PA meetings will be conducted.

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Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Open school nights where curricular information is shared with parents.	All students and their families.	Throughout the 2015-2016 school year	All HSET Teachers, staff, and Administration
Stronger parental outreach targeted to students in the S.A.I.L. program and those students who are approaching on track. Celebration of on track students and families through events like town halls and STAR awards. Outreach will also be made through our parent engagement Tuesdays, e-mail, texting via cell phones, mailings and school master.	All students and their families.	Throughout the 2015-2016 school year	All HSET Teachers, staff, and Administration
Parents will be invited to take part in College workshop where they will receive information about the college application process and be offered support in applying for financial aid through live on-line FASFA sign-up sessions.	Graduating seniors and their families	Throughout the 2015-2016 school year	HSET Guidance team, teachers, and Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The following resources will be necessary for the implementation of the stated goal.</p> <ul style="list-style-type: none"> • Academic workshops with guest speakers for parents and students. • Database of parent contact information via cell phone, e-mail and mailings. • Professional development sessions for guidance and college team.

- Per-session for teachers and staff facilitating these activities.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, there will be a 3% increase in the number of parents who participate in parent teacher conferences when compared with the same period during the 2014-2015 academic year. Parent engagement will also be garnered through the implementation of a monthly newsletter as well as other forms of parental outreach. On an ongoing basis progress towards this goal will be evaluated and supports will be adjusted when necessary.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All at risk students scoring below the pass rate of 65%	Mastery Learning	Small group, one-on-one, peer instruction	During the school day, Extended day program, Saturday academy
Mathematics	All at risk students scoring below the pass rate of 65%	Mastery Learning	Small group, one-on-one, peer instruction	During the school day, Extended day program, Saturday academy
Science	All at risk students scoring below the pass rate of 65%	Mastery Learning	Small group, one-on-one, peer instruction	During the school day, Extended day program, Saturday academy
Social Studies	All at risk students scoring below the pass rate of 65%	Mastery Learning	Small group, one-on-one, peer instruction	During the school day, Extended day program, Saturday academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP students and students with mandated services	Counseling provided by social worker and or guidance counselor as per their case load	Small group, one-on-one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>HSET uses a variety of methods to acquire, retain and support highly qualified teachers: As a new school our recruitment focused on three areas: Recruitment of experienced teachers to serve on the school's planning team and subsequently full-time staff, qualified teachers from the phase-out school in the building, and new teachers via programs like New Teacher Finder, Teaching Fellows, Teach for America, etc.</p> <p>HSET believes in nurturing teachers by providing frequent and consistent supervisory support. Coach one day a week provided by our partner, the Institute for Student Achievement, and various opportunities to assume leadership roles in department teams, curriculum writing, and social emotion support of students.</p> <p>HSET believes in providing our staff with external professional development aligned to citywide expectations.</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>The following represents activities and strategies for high quality professional development:</p> <ul style="list-style-type: none"> -Professional development in the research of David Conley in using Habits of Mind to prepare students for college and careers. -Professional learning community inquiry projects centering on the formation of student tasks will be designed to provide modification for SWD and ELLs, as well as provide multiple entry points for all students. -Inquiry projects designed by PLCs will focus on student tasks and their relationship to student achievement. Refinement of task and modification of curricula at integral to the PLC process to impact student achievement.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.).
Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Various teams have been implemented at HSET to facilitate teacher participation in the decision making process. These teams include, the inquiry teams, professional learning committees, the S.I.T. team and the S.A.I.L. team. Committee team members take an active role in determining instruction and assessment measures required to meet student needs. The inquiry team is responsible for reviewing assessment data to identify areas of strength, areas for improvement, and implementation of appropriate instructional strategies. These areas of strength and areas for improvement are used to determine which assessments will be used for measures of student learning. Identified areas of improvement are reviewed and communicated to teachers after which, teacher leaders and administration design professional development for the academic school year.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	278,912.00	X	Section 5A Section 5B Section 5D Section 5E Section 7
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	0	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	3,070,974.00	X	Section 5A Section 5B Section 5C Section 5D Section 5E

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Marie Guillaume	Assistant Principal Laurice Blake
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jill Katz	School Counselor Janelle Barragan
Teacher/Subject Area Celena Patterson/ ENL	Parent Alexandra Flete
Teacher/Subject Area Lisa Martinez/ELA	Parent Coordinator Ana Hernandez
Related-Service Provider Katy Matos	Borough Field Support Center Staff Member Pierre Wladimir
Superintendent Elaine Lindsey	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	407	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	7
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	17	2		11	2		6			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										21	10	5	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2			2	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	1	1		0
Emerging (Low Intermediate)										1				0
Transitioning (High Intermediate)										5	2	1		0
Expanding (Advanced)										13	5	3		0
Commanding (Proficient)										1	2	2	2	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													2	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										1	2	2		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	3	2	0	
Geometry/CC Algebra	3		1	
Algebra 2/Trigonometry Math _____	1		1	
Chemistry				
Earth Science	2		0	
Living Environment	4	4	4	2
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	4		0	
Geography				
US History and Government	2		1	
LOTE	1		1	
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.
 High School for Energy and Technology administers diagnostic examinations in all grade levels. These assessments are teacher-created and are designed to gather data on students level of language acquisition in the four modalities of Listening , reading , writing and speaking. The insights that the data provides about our ELLs include information on students strengths and areas of deficiency in both literacy and content area skills so that the pedagogical staff can develop intervention strategies to hone in on the required skills/content that needs to be further developed to increase student proficiency levels. Following administration of the NYSESLAT data reveals that approximately 71% of our ELL population displayed expanding and commanding while 10% were identified at entering and 19% fell into emerging and transition levels. In particular students displayed deficiency in the areas of gathering evidence and supporting details, which in turn impacted their reading and writing levels. A school wide approach to address this concern is the establishment of inquiry committees to address all students, and in particular ENL student's ability to support arguments using evidence. The instructional focus for all ENL students will be increase their skill base through a range and variety of instructional strategies designed to support their language acquisition skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across proficiency levels have revealed that reading and writing component are the areas where students display the greatest deficiency across all grade levels. In total we have 41 ENL students in our school. Following administration of the NYSESLAT data reveals that approximately 71% of our ELL population displayed expanding and commanding while 10% were identified at entering and 19% fall into emerging and transition levels. According to the data we need to strengthen reading and writing with ELL students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Instructional decisions are impacted by the NYSESLAT data as well as other forms of schoolwide assessment. Class instruction must support the listening component of the NYSESLAT as well as NYS Common Core ELA regents. Students will be given more opportunities to strengthen their listening and speaking skills through rigorous listening and reading passages and answering comprehension questions based on the material. This will be also supported by appropriate annotation skills and other approaches to support literacy development. Facilitators involved in the process will be facilitated by both ENL teachers, the administration and co-teachers supporting our ELL's.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Students tend to do well in the listening and speaking modalities of language acquisition, but struggle primarily in the writing component where they expected to write extended responses. Since all students are expected to take the NYS regents (if class terminates with a regents) and NYSESLAT every year, providing support to sharpening these skills are critical. Students have the choice to take the NYS regents in English or their home language where this accommodation exists. All ELL's taking a regents exam utilize NYS approved glossaries. The data suggests that students taking the test in their home language tend to do better on the test.

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

c. The data reveals that ELL students at the High School for Energy and Technology struggle with reading and writing. As a result, content teachers collaborate with ENL teachers to make any modifications that will assist ENL students improve their skills. Many times students will receive assessments in both English and their home language to ensure best results. Students are also encouraged to use bilingual dictionaries during regular class time.

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](#).] This is N/A because we are a high school.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Instructional decisions for our ELL's are made after several variables have been considered. An indepth review of Statewide assessments as well as school-wide assessments are considered when determining the best plan of action to support our ELL's. Data from the NYS Regents exams in ELA, Math, Science, Social Studies and the NYSESLAT are all integral components that impact students schedules, programming and also instructional supports in the classroom. In addition, the administration also ensures that the Common Core Learning Standards are aligned with curricula decisions and outlines, and that they are geared towards meeting the goal language acquisition and development. Teachers and support staff are provided a list of current and former ELLs so that teachers of these students can meet once a week basis to plan and discuss pedagogical strategies to ensure student success. The ENL teacher and content teacher collaborate in teams twice per week by content area in order to address ELL student language acquisition need in addition to content. Faculty actively impact ELL students by having department inquiry teams, grade level meeting, lesson plan/unit plan, and co-planning/co-teaching.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

High School for Energy and Technology used data from the prior school years to build upon the foundations we have developed in implementing the Common Core Learning Standards for an effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Extensive differentiated strategies, techniques and learning modalities are

consistently developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. At HEST we utilize the Habits of Mind in everyclass room which allows consistency for all students. Habits of Mind (HOM) assesments are the begining of the year and the end to analzye results. An additional assessment of teacher and student progress involves looking at student work at regularly scheduled intervals in Teacher Team Meetings. Establishing a cohesive and comprehensive research based plan for professional developepment, collaborative planning and informed decision making utilizing data, and regular assessment with meaningful feedabck is key for the successful implementation of our focus. Students are mandated to attend our Saturday Academy to prepare for the NYSESLAT. The Saturday Academy allows students to practice and strengthen their English skills in all modalities towards reaizing proficiency or mastery in the language.

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.

All students newly admitted to our school are reviewed for ELL eligibility based on the student’s original Home Language Identification Survey (HLIS). The HLIS is administered by the ELL Team conspired of the Assistant Principal/ELL coordinator and certified ENL teacher, who are both trained in ELL identification. This is done in order to determine the home language spoken by the students. When a student is newly admitted to the NYC school system, the ENL certified pedagogue and/or ELL coordinator assists the parents with completing the survey in an attempt to ascertain the language status of the student. If the parent indicates a home language that is other than English on the HLIS, the ELL coordinator and/or the ENL Teacher conducts an informal oral interview with the parent and student to verify the home language. As part of the identification process, the Spanish Lab is mandatory and is administered to all newly identified ELLs whose home language is indicated to be Spanish. The NYSITELL is administered to all students who have indicated a language other than English. This determines the English language proficiency level of the student. Placement of the student in a particular ELL program is based on the guidelines stipulated on the CR Part 154 NYSITELL results as well as the parent’s choice of program on the Program Selection Form. A student who is identified as having a language other than English, is then placed within ten days of enrollment into the appropriate program. Placement and services provided are determined by the level attained on the NYSITELL or LAB. A student may be classified as either Entering, Emerging, Transitioning, or Expanding student. All communications, letters and forms are provided to the parents in English, as well as in the student’s native language.

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).

At High School for Energy and Technology ENL teachers conduct interviews to each SIFE student upon enrollment. Students particiapte in an oral interview questionnaire as well as the LENS (Literacy Evaluation for New Comer SIFE) provided by the DOE. This initial identification is done within the first 30 days of enrollment as per the CR Part 154. Students are closely monitored and ENL teachers revisit student work to ensure SIFE student are working at target level. SIFE status removal is done once the NYSESLAT results have been published and students are identified as Transitioning Level or higher.

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).

All students newly admitted to our school are reviewed for ELL eligibility based on the student’s original Home Language Identification Survey (HLIS). The HLIS is administered by the ELL Team conspired of the Assistant Principal/ELL coordinator and certified ENL teacher, who are both trained in ELL identification. This is done in order to determine the home language spoken by the students. When a student is newly admitted to the NYC school system, the ENL certified pedagogue and/or ELL coordinator assists the parents with completing the survey in an attempt to ascertain the language status of the student. If the parent indicates a home language that is other than English on the HLIS, the ELL coordinator and/or the ENL Teacher conducts an informal oral interview with the parent and student to verify the home language. If the language is determined to be other than English then the Language Proficiency Team administers the NYSITELL. This determines the English language proficiency level of the student. Placement of the student in a particular ELL program is based on the guidelines stipulated on the CR Part 154 NYSITELL results as well as the parent’s choice of program on the Program Selection Form. A student who is identified as having a language other than English, is then placed within ten days of enrollment into the appropriate program. Placement and services provided are determined by the level attained

on the NYSITELL. For SIFE students, the decision made to conduct the NYSITELL is reviewed and a recommendation to either accept or reject the administration of the NYSITELL is made. The Language Proficiency Team has 20 days to accept or reject this decision. A student may be classified as either Entering, Emerging, Transitioning, or Expanding student. All communications, letters and forms are provided to the parents in English, as well as in the student's native language. ENL teachers review IEP's and meeting with Special Education teachers to ensure students with IEP's are receiving appropriate services.

Language Proficiency Team Members:

A certified teacher or related service provider with TESOL/Bilingual certification - Jill Katz

Director of Special Education - Michele Braunstein

School/district administrator - Laurice Blake

Student parent or guardian - Awilda Tejada

Provided interpretation - Ana Hernandez

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.

ENL teachers send home entitlement and non-entitlement parent notification letters in both English and native language. Also a phone call is made to students home to inform parents of students status. For translation of languages not spoken by our school pedagogues, we contact the Translation and interpretation Unit for translated materials and/or phone support .

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).

ELL parents are invited to attend ELL orientation within 45 days of enrollment. All communication to parents to inform them about the orientation is in writing (both English and native language) and in person via phone calls home. If a parent wishes for their child to be in another setting other than freestanding ENL, information on how to transfer is given at that time. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parents preferred language is sent to the parent or guardian (and the student if he/she is 18yrs or older). If the recommendation is to change the ELL status, the process continues. Upon receipt of the signed notification from the parents/guardian or student (if he or she is 18 years or older), acknowledging the Principals recommendation to change the ELL status the relevant documents and recommendation are sent to the Superintendent for review and final decision. The Superintendent has 10 days within which to make a decision from the date of receipt. Parents have 10 days from the receipt of this notice to appeal the decision. All notification and relevant documents are kept in the student's cumulative folder.

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 initial screening (HLIS, informal interview, NYSITELL/Spanish LAB), subsequent parent orientation (DVD, ELL parent brochure, parent survey and program selection form), and all notification letters to parents are provided by the trained ELL coordinator and certified ELL/ENL teacher along with an appropriate translator. Parents are shown the video at the initial screening and at the fall and spring orientation. The parent video identifies for parents the various English as a Second Language Option available within a school. If the student scores below Commanding on the NYSITELL, he/she is eligible for ELL services. A letter to notify parents of the student's entitlement to ELL services is sent home by mail. If the parent does not return the Parent Survey and Program Selection Form, the default is TBE. This is done within 10 days of enrollment. Parents are then invited to an additional ELL Parent Orientation in the fall and spring. All written notifications, forms as well as oral communications are provided in English and the parents' preferred language. For translation of languages not spoken by our school pedagogues, we contact the Translation and interpretation Unit for translated materials and/or phone support.

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.

Parents are invited to an ELL orientation in the early fall. During this orientation information about the ENL program at High School for Energy and Technology is given. Parents are encouraged to complete parent survey and program selection forms at the end of the workshop to ensure all forms are returned in a timely fashion. For translation of languages not spoken by our school pedagogues, we contact the Translation and interpretation Unit for translated materials and/or phone support

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parents/guardians of newly identified ELLs are invited to attend a parent orientation. During this session they are informed of their options as it pertains to the services and programs available to them. They are also shown a video (available in English and in the parent's home language) which describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ENL) that the NYCDOE offers. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. This form is also made available in the parents native language. Translators are also present to assist parents with understanding their options. The parent is then given the opportunity to make their choice then or to return the forms within 2-3 days. If the forms are not returned an outreach is made to the parent. If they still fail to turn it in, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, and the school does not have the numbers to offer this program, the parents will be provided with a list of schools that offer TBE programs. If the parents opt to stay with the school, they are informed that while the school does not have the required minimum number of students to open up a bilingual program their child's name will remain on a waiting list. They will be informed that the school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the Principal, ESL coordinator, ENL Teachers and a translator(s) in the child's home language, as needed.

9. Describe how your school ensures that placement parent notification letters are distributed.

In August when NYSESLAT test results are available the ENL teacher Jill Katz fills out the letter for each child and sends them to their homes.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL department maintains binders that includes proper documentation for each child as well as records of all documentation and correspondence sent to parents. The original documents such as the HLIS is kept in the students cumulative folder. These are stored in a secure location, which only administration and ENL teachers have access to.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered annually to all English language learners at the High School for Engery and Technology. To ensure all ELL students receive the NYSESLAT the ENL corrdinator runs the RLAT report from ATS. All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, is provided with and read a copy of the New York State Testing Program NYSESLAT School Administrator's Manual. Parents of ELL students are notified through a letter in early April informing them of when their son/daughter is scheduled to sit for the four language modalities tested on the NYSESLAT. All sections of the NYSESLAT are administered by a trained ENL Teacher in alignment with the administration schedule provided by New York State. All ELL students with disabilities are provided with the testing accommodations specified in their IEPs or 504 Plans when taking the NYSESLAT, with two expectations: The Reading subtest is not read to any student and for the Writing subtest, students do not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation. In order to ensure that all sections of the NYSESLAT is administered to all students, the ELL team monitors the student's attendance and program to provide them with rescheduled testing dates within the testing window. The ENL corrdinator sets up a calendar with specific dates and times for each student to ensure that they take the NYSESLAT. If a student happens to be absent on the date set up there a day allotted for a make up exams. .

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After a student is recommended to take the NYSITELL and is entitled to ENL services, the ENL corrdinator produces the document to send to the students parents. The School sends entitlement letters home to students and parent survey forms and uses the CR part 154 which places students in a transitional bilingual program in the event that they do not return the forms. Entitlement letters that are returned from students and/or parents are placed into student files and updated as needed.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is freestanding ENL. All parents surveyed to date, have selected freestanding ENL as their program of choice. The program model offered at our school is aligned with parent requests

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.

Instruction is delivered through the following models:

Organizational models – ICT(Co-Teaching), Free Standing ENL. The program model is ungraded, heterogenous groupings and students are of mixed proficiency levels.

Stand alone ENL- If a students places in entering or emerging ENL they are placed into a stand alone ENL class. They receive either 180 minutes or 90 mintues depending on their level.

Integrated Model- The ENL teachers pushes into content class with ELL students. Students receive up to 180 hours depending on their level.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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

All ELL students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Entering ELLs receive a minimum of 3 units of study (540 minutes of ENL instruction, 1 unit of stand alone instruction, 1 unit of intergrated ENL/ELA and 1 unit of intergrated content instruction with ENL teacher); Emerging ELLs receive the minimum of 2 units of study (360 minutes of ENL instruction, .5 units of stand alone instruction, 1 unit of intergrated ENL/ELA instruction, .5 units of intergrated content instuction with ENL teacher); and Transition students receive 1 unit of study in ENL (180 minutes of instruction, .5 units of ENL/ELA instruction and .5 units of intergrated content instruction with ENL teacher). Expanding ELL receiver 1 unit of study in ELA with ENL teacher(180 minutes of instruction). Commanding ELL will receive .5 unites of intergrated ELA/Content area with ENL teacher (90 minutes of instruction).

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.

Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text re-presentation). Our school focus is on reading and writing across all content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language (or with native language support).vvThe ENL teacher works collaboratively with the content area teachers in social studies, science and mathematics.This year the NYCDOE intructional focus as outlined in the Common Core Learning Standards (CCLS) is on reading and analyzing informational texts and writing opinions and arguments in response to texts across the content areas of ELA, math, science, social studies and the HVAC.The programs provide lessons which are differentiated to meet the students varying levels of ability and offer support in the development of language skills in the modalities of listening, speaking reading and writing. These are reinforced in every lesson. Lessons are also scaffolded in several ways, allowing all students multiple entry points and opportunities for success. Students work either independently or in homogenous or heterogenous groupings depending on the task as well as their abilities. Students also have access to bilingual dictionaries and glossaries.

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

ELLs are evaluated in their native language. ELL's have the option to participate in alternative assessments in their native language.

This is facilitated in all content areas as all ELL students are provided with the opportunity to sit in class assessments as well as the NYS Regents examination in their native language. ELL students have the option of testing in their native language and are given this opportunity to do so in class assessment as well as on State assessments. The rationale behind this approach is that we believe that proficiency in the native language supports efficiency in the second language acquisition process.

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

As per the NYCDOE Citywide Instructional Expectations, all curricula at High School for Energy and Technology is aligned to the Common Core Learning Standards. As such, students are provided curricula in English, Science, Social Studies, Math, Physical Education and the HVAC that involve reading, listening, speaking, and writing. Students are given Performance Based Tasks as well as formative and summative assessments that test these areas. Teachers of ELLs are provided school-based sponsored professional development as well professional development provided by NYCDOE and the office of superintendents . Administration and Teacher Teams review curriculum and testing assessments on an ongoing basis throughout the academic year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiated instruction for ELL subgroups:

a. SIFE – SIFE students are grouped based on their skills to receive intervention during the school day as well as for additional instruction during and after school. SIFE students are supported through the push in model in their content area classes. Student progress is assessed each marking period in order to evaluate and revise interventions as appropriate. Students work in small homogeneous groups for teachers to ensure that students grasp concepts and in heterogeneous groups to encourage participation in discussions with peers in order to support their comprehension of a given topic or assignment. Teachers across all content areas use research-based instructional strategies to include: activating prior knowledge, providing a print-rich environment, engaging students in hands on activities, using realia, props, model activities, activating higher order thinking skills through sorting, categorizing, charting, diagramming and also through explicitly teaching vocabulary.

b. NEWCOMERS – The primary objective is to simplify language while amplifying the content. Students are provided with handson

demonstrations, opportunities for role play, journal writing, using native language or pictures and also using the workshop model to scaffold basic skills in language development. This form of intensive instruction approach prepares ELLs for ELA testing in

not only the NYSESLATs but also the NYSED ELA Regents examinations.

c. ELLs receiving service 4-6 years – explicit vocabulary instruction, intensive academic literacy skills building

d. LONG TERM ELLs (6+ years) – The focus is on developing social and emotional support in the language acquisition process. This

is in addition to all the other instructional services provided to all other ELLs. Long term ELLs also receive support through scaffolding and differentiation of tasks and class activities.

e. Former ELLs are permitted to receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue in all content area classes. Small group settings, extension of testing time, teacher collaboration on instruction and monitoring of ELL students progress continue. These students receive 90 hours of integrated instruction..

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.

After a request for re-identification has been initiated in writing HSET reviews related documents (HLS and student work), and makes a determination as to next steps to follow. For the student who was never administered the NYSITELL, HSET may make the determination that this is necessary. For students who were previously administered the test, under no circumstances can the Re-identification process include a second administration of the NYSITELL. The results from this assessment are then reviewed by a qualified personnel as defined by CR Part 154-2.2(u)4 , of the student's abilities in listening, speaking, reading and writing in English. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary. If the recommendation is to change the ELL status, the process continues. Upon

receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly and the change is made immediately without adversely student's academic process. All notifications and relevant documents are kept in the student's cumulative folder.

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?

In order to provide ELL-SWD with access to academic content areas and accelerate their English language development, teachers implement the following instructional strategies: grouping, activating prior knowledge by building background, providing a print rich environment, engaging students in hands on activities, using props, model activities, manipulatives, activating higher order thinking skills through sorting, categorizing, classifying, sequencing, charting, diagramming, teaching context clues skills and also explicitly teaching vocabulary. SWD as they provide differentiation of tasks and activities. Students are evaluated through the use of level set testing and activities are generated to meet their specific instructional needs. Universal Design for Learning strategies are utilized in all areas to support student learning.

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?

Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our certified ENL teacher's schedule is flexible enough to allow them to provides ENL instruction to ELLs during the regular school day(through regularly scheduled classes). Additionally, they are able to collaborate with the Special Education team, and grade inquiry team to monitor individual ELL-SWD's progress in core subject classes and by grade.

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.

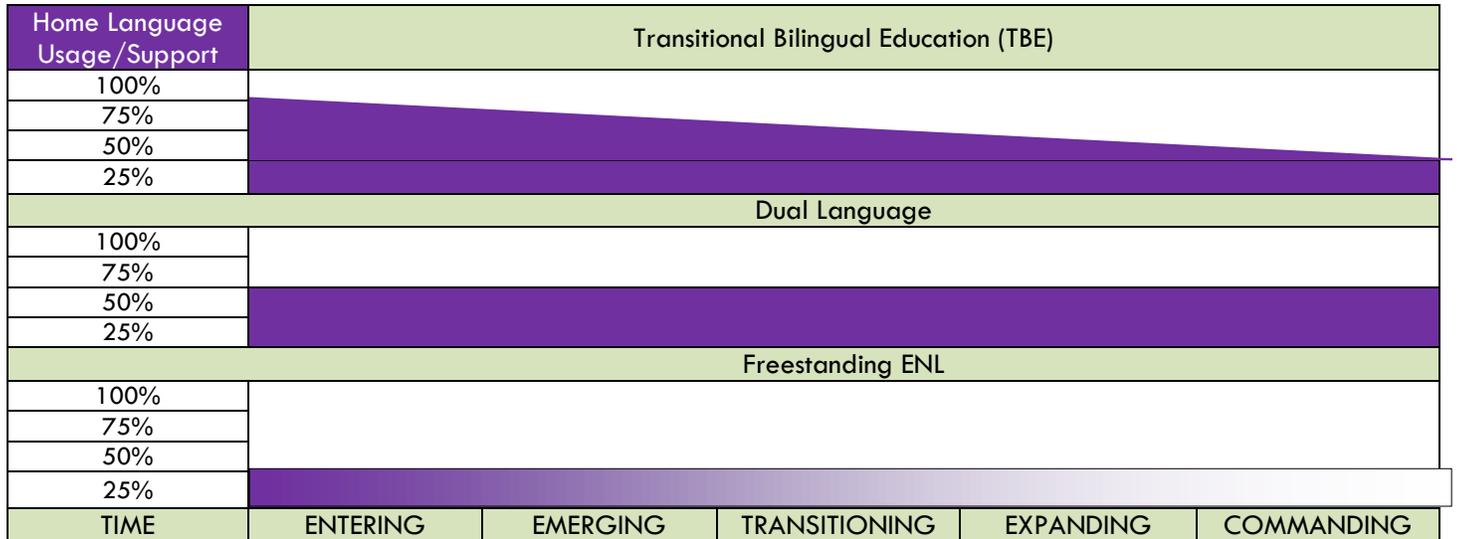


*Note “other approved services” does not apply to New York City at this time.

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.

Targeted intervention programs for ELLs in ELA, Math, Global Studies, Science, & other subject matter are provided through after school programs and Saturday programs (NYSESLAT Academy and Regents prep) They are designed to achieve the following:

- Literacy Development across the content areas (All teachers are reading teachers-not just content instructors)
- Use of technology, visual, auditory, and tangible realia/materials regarding the delivery of instruction
- Strong native language support for beginning students who have recently arrived to the country
- Peer tutoring Program. All interventions are offered in English with strong native language support. Both ELL teachers work closely with content area teachers to provide best teaching practices and strategies for our English as a New Language students.
- Students entering the 9th grade are enrolled in common core math class, as well as math functions class to develop skills to be successful when taking the common core algebra math regents.

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

Results of the spring 2015 NYSESLAT administration reveals that the effectiveness of High School for Energy and Technology current program is meeting the needs of our ELLs in both content and language development as all students who took the assessment accomplished gains/improvement in test scores on the four modalities tested. The NYSESLAT results from 2015 show that 7 students were commanding and all other students moved up either one or two levels.

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

We found that they most students had difficulty in the reading and writing portion of the NYSESLAT exam and will focus on those areas. Mandatory after school and Saturday tutoring is currently being established to additional academic intervention for our ELL students. Instructional team inquiry projects focus on all students including ELL's with evidence based writing.

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

Currently at this time there is no programs and services that would be discontinued.

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

a. ELLs are afforded equal access to all school programs. ELL students are invited to participate in all PSAL activities, student government, National Honor Society, etc. Throughout the regular school day ELL receive service as per the CR Part 154. They participate in the freestanding ENL program and in most cases receive above and beyond the minimum service hours required. ELLs are encouraged to attend to tutoring, enrichment, athletic and general school activities. All communications, flyers, notifications to parents/students are distributed in English and in students' native language. We also conduct parental outreach through K-12 Alerts (automatic phone call system), which is also done in the students native language.

b. ELLs receive after school and supplemental services through Title III funding. Tutoring sessions have been set up for ELLs who need extra support in their content classes. Saturday Academy starts in January to prepare ELL's for NYSESLAT that is administered in the spring. Any ELL students who are missing credits are also enrolled in credit bearing courses.

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.

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

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

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

Native language support comes from a buddy system, translations, translated materials, dictionaries, glossaries and on-line translation programs as well as staff members who speak majority of our students native languages.

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

All required services support and resources correspond to our ELL population's ages and grade levels. The curriculum is aligned to the NYS Common Core Learning Standards, which embeds grade and age appropriate standards. As the ENL teachers plans and designs lessons for the ELL students close attention is give to the learning goals for each student and benchmarks are established which will be used to closely monitor the progress of the ELL student. These benchmarks are based on what is age and grade appropriate as per the NYS Common Core Learning Standards.

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).

The school offers a rolling information session in June for newly enrolled students atHSET. An annual freshman orientation is held during the last week of August, and an ELL parent orientation in October to ensure a smooth transition into a new school year. At each of these event, we plan have an informational session for all our incoming and returning ELL students. At theELL parent orientation we show the ENL video that is part of the LAP tool Kit. Activities include a get-to-know-you game with teachers and ELL students/parents as part of the informational sessions. Present at these events are the Principal, the Assistant Principal, the Attendance Teacher, Solar One our Community Coordinator, and the teaching staff (including the ENL teacher). We have an active parent population and the parental involvement will be ongoing, with special encouragement for the parents to attend school events such as Parent Association meetings, College Night, etc. We conduct a needs assessment survey of our ELL parents to see what their needs and interests are and how they are willing to contribute to the school community. We strive towards having an ELL parent on our PTA, if possible. We plan to partner with community organizations and our Attendance Teacher/Family Relations coordinator, Maria Maldonado, will be actively involved in these outreach efforts.

19. What language electives are offered to ELLs?

ELL students are offered Spanish as their language elective.

20. For schools with dual language programs:

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ESL teachers and designated pedagogues attend PD offered by the OELL, RSETAC, QTEL. All school personnel including Assistant Principals, secretaries, parent coordinator, office staff, are trained in ELL identification and are familiarized with ELL instructional strategies in order to fully identify and support our ELLs. After ENL teachers go to any ELL specific workshops they turn key the information for all content teachers for support of our ELL students. The school provides Monday afternoon professional development series and when any ELL professional development is offered by the DOE teachers attend.

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?

Teachers receive ongoing professional development and participate in workshops sponsored by the DOE, Professional organizations and In-school throughout the academic year. Teachers are also encouraged to participate in any external workshop they may identify on their own. Teachers in ELA department meet daily to ensure curricula is aligned to CCLS. They work in Inquiry Teams to develop instructional strategies targeted to support instruction among our ELLs. This current year our ENL teacher went to writing on demand to ensure support for the ELLs when they are preparing for the Common Core English Regents. The result of this was the infusion of "ICE" as a instructional strategy to help students with developing their writing skills.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide our staff with the following supports to assist them with their work with ELLs. To assist ELLs with transition from middle to high school the school creates a student profile of each ELL student which is shared among the support team. Background information is gathered from ATS as well as student bio/file(cummulative record). The information gathered is used to develop a spreadsheet which is compiled in-house and provides a snapshot on the student. It includes each ELL student's OSIS number, grade level, official class, years of service, official language, modality rreport, NYSESLAT decision, SIFE status and X-coded status. A break down of their exam status is also available in this spreadsheet. Teachers receive training on how to use this data to support instruction as they determine the language needs of the ELL students and provide services accordingly. Once in high school the ESL teacher learns how to use the information from the ELL assessments to identify strengths and areas of need the student may have and is therefore able to plan instruction based on the information gathered.

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.

ENL teachers will be encouraged to go to DOE and non DOE training on ELL practices. Non ENL teachers will receive professional development from ENL teachers on best practices for their classes, as well as be encouraged to go to outside ENL training. A record of all PD's and informational sessions both in and out of the building are kept in school files including agendas, sign in sheets and materials where applicable. ENL teachers also keep a record of all PD hours in a binder that contains the agendas from the PD's they attend to ensure they get 50% of their 175 mandated hours. All other teachers keep agendas from any PD sessions regarding ELL's in their own personal binders as well to ensure their 15% of their 175 mandated hours. All teachers will attend PD that are dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's. ENL teachers will also attend PD's in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELL's.

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?

We have a Parent Association and a School Leadership Team and recently hired a bi-lingual parent coordinator. We believe in active parent involvement which will be encouraged continuously through newsletters, phone calls, emails, and family evenings. We organize activities based on the parental feedback and needs surveys. Through our PTA and SLT meetings we have invited parent to meet and discuss student needs. We hold a curriculum night where parents of ELLs are invited to attend the informational session during the Fall semester and Spring semester. In addition, the school offers an information session in October, and an orientation in August where an ELL component is included. We plan to survey ELL parents to see what their needs are, and continue to have an ELL parent representation on our PTA. We currently partner with community organizations such as the Committees for Hispanic Families and Children and our ESL Teacher, Jill Katz, is actively involved in these outreach efforts. Translation services are conducted through our bilingual staff as follows: Mr. Ortega, our Parent Coordinator, Ms. Hernandez, Ms. Matos and Ms. Barragan, Guidance Councillor's are all bilingual and Ms. McHale, school secretary speaks French. We also use the services of the DOE translation Unit.

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.

ENL teachers will keep a ELL Parent Binder that contains sign in sheet from ELL parent orientation night, call log with all phone calls to ELL parents, and all letters sent home.

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

Our school strives to raise parent awareness of services available to students and families within the community as well as to increase parent involvement in all school related operations. We encourage our ELL parents to be part of the PTA to make sure they have a voice in the school. In addition to the ongoing New ELL-Parent Orientation, we conduct ELL parent orientation meetings twice a school year and schedule parent-teacher conferences as well as informational meetings for parents throughout the school year. Our parent coordinator is part of the school's PTA and reaches out to our ELL parents when an event is going on. She calls the parents as well as send out flyers in their native language.

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

We have developed partnerships with outside agencies to provide workshops and services to ELL parents. We will use the information gathered from parental feedback to guide us in making the appropriate matches to support our parents' needs through the appropriate supporting organizations. Activities offered to parents are free ESOL and English classes. The organizations that we currently have partnerships with include CUNY colleges at Lehman, Bronx Community, Hostos and Committee for Hispanic Families and Children, ACE, Turner Construction and Solar One who all serve to provide parents with information about internships for all HSET students including our ELL's. Each of these events include translation services.

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

A series of parent workshops have been established in collaboration with the Parent's Association and parents complete surveys as we attempt to conduct a needs assessments and noted parental concerns. All workshops and school activities are centered around parents' needs (as gathered from the surveys) and the goal of increasing parent participation. We also use school based surveys to solicit parent interests and information. The data gathered provides useful parental feedback to guide us in making the appropriate matches to support our parents' needs. The parent association meets monthly with parents to also allow parents an opportunity to voice their concerns. These sessions are facilitated by the parent coordinator. Parent language classes have been created as a result of this. All communications (calls, letters, flyers) with parents are conducted in English as well as in the parents' home language. Our parent coordinator keeps in contact with our ELL parents regarding any upcoming school events or any other events outside of the school.

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

Our parental involvement activities address the needs of the parents by allowing them to have a voice in the decision making process at HSET. Since we encourage ELL parents to serve on the PTA, they are able to ensure that proper services and activities are being conducted for all ELL's and their parents. Our parent coordinator reaches out to ELL parents when any event is coming up for our ELL's to ensure their attendance is present. Translation services are conducted through our bilingual staff as follows: Mr. Ortega, our Parent Coordinator, Ms. Hernandez, Ms. Matos and Ms. Barragan, Guidance Councillor's are all bilingual and Ms. McHale, school secretary speaks French. We also use the services of the DOE translation Unit.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: High School for Engery and Tec

School DBN: 10x

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)
Marie Guillaume	Principal		9/25/15
Laurice Blake	Assistant Principal		9/25/15
Ana Hernadez	Parent Coordinator		9/25/15
Jill Katz	ENL/Bilingual Teacher		9/25/15
Alexandra Flete	Parent		9/25/15
Celena Patterson/ENL	Teacher/Subject Area		9/25/15
Lisa Martinez/ELA	Teacher/Subject Area		9/25/15
	Coach		
	Coach		
Janelle Barragan	School Counselor		9/25/15
Elanie Linsdey	Superintendent		9/25/15
Pierre Wladimir	Borough Field Support Center Staff Member _____		9/25/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **x565** School Name: **High School for Energy and Technolo**
Superintendent: **Elaine Linds**

Before you begin, please check the following:

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

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

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

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

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

The following indicators are used to assess the language preferences of the parents of ELL students at HSET. Home language surveys, Blue Card Data, ATS reports (RPAL & UPPG), teacher surveys and parents surveys completed in collaboration with the Parent Coordinator, guidance counselor interactions, and the ENL teacher's working in collaboration with the all constituents including the attendance teacher and the family worker's expertise in order to determine and identify of parent's needs and their preferred language of communications. The assessments reveal that there are 32 ENL families, which 31 families speak Spanish and one Speaks Twi.

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.

All parents of our 32 Spanish speaking students conveyed an interest in receiving written communication in both their native language and also in English. They however were more comfortable in communicating in their native language during those times when oral communication was being conduct. Translation services are always provided at those times. Our one parent who speaks Twi, is comfortable communicating in English in both the oral and the written language.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At the High School for Energy and Technology parents receive various documents that require translation. For our ELLs it begins with the annual issue of Entitlement Letters which are translated in the native language. Information about important events at the school are also translated for parents as well. This includes New York State testing information such as the regents as well as parent teacher notices, after school programs, and other letters from the school leaders as well as the ENL teachers are distributed in English and also the native language of our families. All documents are sent in both English and Spanish and also include the following:

School generated notices/letters

Academic/Intervention services notice

Blue emergency cards

Parent teacher conferences

Letters about the report cards

Progress reports

Lunch forms

Any board of Education documents/circulars

Entitlement letters

Continuation entitlement letters

Welcome to the school year flyer

Saturday Academy flyer All communication is delivered via mailings, personal phone calls and letters sent home via student.

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

At High School for Energy and Technology we hold many formal face-to-face meetings with ELL families such as, freshman orientation, ELL parent orientation, fall open house, honor roll ceremony, parent teacher conference and a spring open house. We also have academic meetings to inform parents of their child's progress towards graduation. Disciplinary conferences are also conducted in collaboration with the guidance staff to support families in behavior modification practices where necessary. In addition, parents are invited in on Tuesday afternoons for parent engagement sessions with students and their teachers.

Part C: Providing Language Assistance Services

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

School personnel at HSET provide all oral interpretation. If an interpreter is needed and a staff member of the staff is unavailable or unable to interpret, the parent is provided with a cover letter or notice accompanying the English version of the document and directions of how to access and request free translation or interpretation of such document. The Department of Education provides interpretation services during regular business hours that is available to parents. Such interpretation services may be provided via telephone or at the following locations: Panel for Educational Policy Meetings, Citywide ELL Parent Meetings, Citywide/Community Education Council Meetings and any other Citywide parent meetings organized by central office. When documents need to be translated for distribution to families regarding school holidays, parent-teacher conferences and other DOE notices we use the forms that are offered by the Translation and Interpretation Unit's intranet site. If there are other notices we know that will need to be translated we will plan ahead and submit the requests in a timely manner to the Translation and Interpretation Unit.

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

School personnel at HSET are usually the first step for providing interpretation services for parents in the school community. The staff is used to support translation services in written and oral interpretation needs, this includes teachers, paraprofessionals, family assistants, aides, guidance counselors and our parent coordinator. The school exhausts every channel to provide this service to our parents in order to address the translation needs of these families. Our parent coordinator is often designated as the point person to provide the school translation services. The school will use the service of the Translation and Interpretation Unit for over-the-phone or on-site interpretation and translation services, as needed. The Department of Education provides interpretation services during regular business hours that is available to our parents. Such interpretation services may be provided via telephone or at the following locations: Panel for Educational Policy Meetings, Citywide ELL Parent Meetings, Citywide/Community Education Council Meetings and any other Citywide parent meetings organized by central offices.

Part D: Training Staff on Policies and Procedures

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

At HSET the ENL Coordinator gives a PD to the whole staff about how the Translation and Interpretation Unit works and the services that they offer. All staff members receive a "I Speak" card with services and phone numbers to have at all times so when they need anything translated.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

All correspondence is regular and timely provided with translated documents through our school's existing resources or the Translation and Interpretation Unit. Notifications include: invitations to meetings and training, brochures, entitlement letters/non-entitlement letters, NYSESLAT parent guide. Parent informational documents are available in various languages on the NYCDOE website and translated where these may not be available. The Translation and Interpretation Unit will provide training to parent coordinators and other key school-based personnel on the language access requirements contained in this regulation and on resources available to support these requirements. The required signage and DOE translations postings will be prominently posted in the school to inform parents of their rights to translation services. The ESL Coordinator will act as the point person for the provision of translation services. The phone number for the Translation and Interpretation Unit will be available in the main office and used when necessary for visitors who speak a language other than those spoken by our multilingual school staff.

Part F: Monitoring and Quality Control

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

A series of parent workshops have been established in collaboration with the Parent's Association and parents complete surveys as we attempt to conduct a needs assessments and noted parental concerns. All workshops and school activities are centered around parents' needs (as gathered from the surveys) and the goal of increasing parent participation. Parent workshop sessions are being implemented as a result of this. All communications (calls, letters, flyers) with parents are conducted in English as well as in the parents' home language.