



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ACADEMY FOR HEALTH CAREERS

DBN: 17k751

PRINCIPAL: DEONNE MARTIN EMAIL: DMARTIN8@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Deonne Martin	*Principal or Designee	
Donne McLeod	*UFT Chapter Leader or Designee	
Barbara Gordan	*PA/PTA President or Designated Co-President	
Marion Trotman	DC 37 Representative, if applicable	
Kaylah Hutson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Yvette Hutson	Parent	
Shirley Murray	Parent	
Jesica Lawrence	Parent	
Shenna Blenman	Student	
Leotha Harry	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June, 2012, 70% of students taking Regents examinations will earn a minimum score of 70%.

Comprehensive needs assessment

- Students in the 9th and 10th grade will be taking Regents examinations in June 2012. All 9th grade students will be taking the Living Environment Regents examination. Ninth grade students who are programmed for ME21 and ME22 will be scheduled to take the Integrated Algebra Regents examination in June 2012. All 10th grade students will be scheduled to take the Global Studies Regents examination. Tenth grade students who were programmed for the Biology/Chemistry class will be programmed for the Living Environment Regents examination as well as the Chemistry Regents examination.

Instructional strategies/activities

- The principal shares her vision on students' Regents passing rate with staff. A Regents Readiness team will be created. Regents passing rate issues will be examined using an Inquiry Team process approach.
- The staff will receive a copy of the 8th grade reading and math scores as well as the results of Acuity and the Baseline Assessments administered upon entering AHC for the class of 2015. The staff will study the results. The staff will also receive a copy of the subject specific grades for the 10th grades students.
- The staff will classify students as: (a) students on target (b) students almost on target, and (c) students off target. Teachers will identify possible "peer tutors" to work with students who are almost on target or off target.
- The parents of students who have been identified as almost on target or off target will be notified of this extra support given to their respective child.
- Regents Readiness will establish a culture of high learning standards for all students and organize curriculum, instruction and assessment around them.
- All staff will be involved in the Regents readiness initiative. They will contribute in the following ways:
 - Teachers will use a hands-on exploration approach and make real-world connections
 - Review incorrect answers and help students with their mistakes
 - Teach students to review class notes on a daily and weekly basis
 - Teach, review and assess test taking strategies
 - Conduct timed activities and test situations
 - Provide students with a variety of opportunities to find solutions to problems
- All teachers who teach a class that will terminate in a Regents examination in June will utilize the following strategies:

- Create assessments that reflect the format of Regents examinations including exam directions, number of questions, type of questions, time constraints and scoring
 - Provide multiple opportunities for students to solve Regents problems in the classroom, laboratory and home. Integrate Regents questions and tasks into projects, quizzes, exams and class activities.
 - Utilize sample Regents questions, old Regents examinations and scoring keys as teaching resources, practice exams and review material
 - Employ online learning centers that help students prepare for the Regents examinations
 - Integrate Regents Review live that features streaming video review classes
 - Use Interactive review quiz sites
- The Regents Readiness Team will review the first marking period grades to evaluate the status of all students. Special attention will be given to the mentored students. The Regents Readiness Team will complete a Learning Profile Sheet that analyzes students' strengths/deficits in the areas of literacy and mathematics.
 - Teachers will meet and confer with each other to specifically design a plan for each student in their respective cohort, and to complete the "Data to Action" feedback sheet. The "Data to Action" sheet will capture the work done and help teachers identify next steps.
 - The Regents Readiness Team will be given the meeting schedule. Teachers will meet twice monthly or at minimum, once monthly. Teachers will be informed of their responsibilities as team members and the protocols for the meetings will be established. Analyzing data, viewing student work samples and reviewing respective anecdotal are some of the expected activities to be completed during these sessions as well as the "Data to Action" sheet. Teachers will also use this data to set benchmarks and to monitor student progress towards continuous improvement.
 - The principal will meet with all staff members to discuss each student's academic progress and Regents readiness under their supervision.
 - The staff will analyze the results of the second and third progress reports to evaluate the status of all students in Cohort 2014 and 2015. New students may be added to list of students in need of more intensive work while other students may have moved out and not in need of intensive study.
 - During the months of December and January – administer mock Regents examinations to students. Analyze data and modify instruction. Continue to administer mock Regents examinations on a monthly basis.
 - During the beginning weeks of February and April, 2011, teachers will meet with students to discuss their progress. This information will be posted on Datacation/Skedula.
 - In the spring, the principal will meet with all teachers for a second check in on the focused students.

The aforementioned plan will be executed with the use of DOE funding, New Visions Datacation support and Inquiry Team funding.

Strategies to increase parental involvement

-
- The school will establish a Parent Resource Center that will provide instructional material for parents, graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.
- The school will host a transcript review workshop in February and June for parents. This workshop will be combined with a college and career readiness workshop.
- The school will provide written and verbal progress reports that are periodically given to parents informing them of their respective child's progress.

- The school will continue to develop the school website to keep parents informed about school activities.
- Parents will be introduced to Datacation and ARIS that will allow them to track their child's academic progress and attendance.
- Translation services will be utilized to communicate with parents in their home language.
- The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.
- The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and families.
- The school will conduct parent workshops with topics that may include parenting skills, assessment expectations, grade-level curriculum, literacy, accessing community support services.

Strategies for attracting Highly Qualified Teachers (HQT)

- Utilize Title 1 SWP funds to encourage teachers to complete specialized programs and secure license extensions.
- Teachers participate in the interviewing and hiring of new staff members
- Teachers participate in professional development in the areas of literacy, Common Core Learning Standards, classroom management, culture building, effective teaching strategies, and curriculum integration. Teachers are also given a menu of activities to choose from and encouraged to make additions to the menu.
- Funds are set aside for professional conferences and workshops
- Teachers are scheduled for common planning time, curriculum development, sharing of best practices, use of data to drive instruction, student support discussions, peer assessment and reflection.
- Faculty meetings are used to development common lesson plan templates, shared leadership, professional development, intensive use of data, classroom management strategies, student engagement and creation of student supports.
- Teachers will have access to stand alone computers, color printer/scanners, laptops carts, Smart boards, document cameras, LCD projectors and digital cameras.
- Teachers will be given opportunities to take on a leadership role in the school, design the instructional program, build partnerships with industry partners, and assist in the development of the school's culture.

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance Committee will work collaboratively on increased student attendance
- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and other issues as needed.
- Title 1 SWP funds will be set aside to support students in temporary housing. The guidance counselor and SBST will provide additional support.
- Extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work 9th grade students in an after school program.

Budget and resources alignment

Title 1 SWP, TL Fair Student Funding, TL Children First Operations, Children , TL Data Specialist ARRA RTTT Data Specialist, Title III and TTL Translation Services, Private Grant 85, and ARRA RTTT Citywide Inst. Exp

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, comprehensive curriculum maps will be developed for each 9th and 10th grade content areas that incorporate the Common Core State Standards with special attention to the argument writing task unit and the mathematical modeling task unit.

-

Comprehensive needs assessment

- Academy for Health Careers is a new school that opened in September 2010. The staff will continue to improve the curriculum maps, in all subjects, for the 9th grade and incorporate the CCLS as well as the CCLS tasks for literacy and mathematics that was introduced during the 2011-2012 school year. The staff will develop curriculum maps, for all subjects, for the 10 grade and incorporate the CCLS. Career and Technical education curriculum integration will be a focus for all disciplines in the 9th and 10th grade curriculum.

Instructional strategies/activities

- The principal will introduce the Common Core State Standards to the staff and provide them with a copy of the Standards specific to their discipline. Staff development is conducted on the integration of CCSS across all content areas and the creation of the argument task unit and mathematical modeling task unit. Information about the Common Core Standards, the reading/writing tasks, and the link are included in the staff handbook.
- Common planning periods for teachers will be identified. Teachers will develop curriculum that integrates the common core standards and the writing units. The following key elements will be included in each lesson: Backward Design, Project/Problem Based Learning, the differentiation of instruction and built-in assessments based upon the task.
- The principal will conduct individual goal-setting conversations with all of the teachers and require that their professional development goal be focused on collegially developing curricula that integrates the CCSS and the unit.
- The teachers will participate in professional development provided by various sources. The focus will be on the Common Core Standards.
- By October 2011, the principal will have requested the support of the CCSS staff developer assigned to the New Visions Brooklyn/Staten Island Network and the dates for Professional Support will then be provided.
- By November 2011, the principal will review the preliminary drafts of: the year- long curriculum map in each content area, the tasks to be addressed, the assessments and samples of the lessons conducted using Backward Design.
- The principal will participate in the planning sessions at least once a month to provide targeted feedback and suggestions.
- By February 2012, the staff will be held responsible for forwarding to the principal all updated curriculum maps for review and feedback.
- By June 2012, the staff will have completed curricula in all of the fore-mentioned content areas.

- By August 2012, the principal will electronically provide all staff with a copy of the work completed during the 2011-2012 school year with the expectation that continued adaptations and additions would be added for further development.

Strategies to increase parental involvement

- The school will establish a Parent Resource Center that will provide instructional material for parents, graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.
- The school will host a transcript review workshop in February and June for parents. This workshop will be combined with a college and career readiness workshop.
- The school will provide written and verbal progress reports that are periodically given to parents informing them of their respective child's progress.
- The school will continue to develop the school website to keep parents informed about school activities.
- Parents will be introduced to Datacation and ARIS that will allow them to track their child's academic progress and attendance.
- Translation services will be utilized to communicate with parents in their home language.
- The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.
- The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and families.
- The school will conduct parent workshops with topics that may include parenting skills, assessment expectations, grade-level curriculum, literacy, accessing community support services.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- Utilize Title 1 SWP funds to encourage teachers to complete specialized programs and secure license extensions.
- Teachers participate in the interviewing and hiring of new staff members
- Teachers participate in professional development in the areas of literacy, Common Core Learning Standards, classroom management, culture building, effective teaching strategies, and curriculum integration. Teachers are also given a menu of activities to choose from and encouraged to make additions to the menu.
- Funds are set aside for professional conferences and workshops
- Teachers are scheduled for common planning time, curriculum development, sharing of best practices, use of data to drive instruction, student support discussions, peer assessment and reflection.
- Faculty meetings are used to development common lesson plan templates, shared leadership, professional development, intensive use of data, classroom management strategies, student engagement and creation of student supports.
- Teachers will have access to stand alone computers, color printer/scanners, laptops carts, Smart boards, document cameras, LCD projectors and digital cameras.
- Teachers will be given opportunities to take on a leadership role in the school, design the instructional program, build partnerships with industry partners, and assist in the development of the school's culture.

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance committee will work collaboratively on increased student attendance.
- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and

other issues as needed.

- Title 1 SWP funds will be set aside to support students in temporary housing. The guidance counselor and SBST will provide additional support.
- Extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work 9th grade students in an after school program.

Budget and resources alignment

Title 1 SWP, TL Fair Student Funding, TL Children First Operations, Children , TL Data Specialist ARRA RTTT Data Specialist, Title III and TTL Translation Services, Private Grant 85,VATEA, and ARRA RTTT Citywide Inst. Exp

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- 70% of the students that are designated as “on- target” to earn 10 credits by June 25, 2012 will earn the minimum of 10 credits as evidenced by student transcripts posted in STARTS and DATACATION.

Comprehensive needs assessment

68% of the incoming 9th grade students and 46% of the 10th grade students scored a level 1 or 2 on the ELA 8th grade NYS assessment. 58% of the incoming 9th grade students and 42% of the 10th grade students scored a level 1 or 2 on the 8th grade NYS mathematics assessment. 59% of the incoming 9th grades students and 42% of the 10th grade students scored a level 1 or 2 on the NYS science assessment. These students will be targeted to ensure that they meet the promotion requirements.

Instructional strategies/activities

- By October 2011, 100% of staff will have a copy of ALL 8th grade reading and math scores and the results of Acuity and the Baseline Assessments administered to class of 2015 to identify possible struggling students. Teachers will also be given the 2010 fall and 2011 spring grades for the 10th grade students.
- By October 2011, 100% of staff will have identified the students on target. The staff will “adopt” these students and decide between them who will be responsible for monitoring their progress during the year.
- Teachers, guidance counselor and the principal will meet monthly and at the end of each marking period to analyze report card data in order to target students who are in jeopardy of not passing classes and accumulating credits.
- Teachers will receive respective scholarship data and a reflective sheet for setting goals to improve instruction.
- Students who are falling behind will receive additional support to successfully accumulate credits in the following ways:
 - The advisor and the guidance counselor will meet with individual students to monitor progress after each marking period
 - The advisor and the guidance counselor will meet with parents of students who are falling behind to develop action plans that involves parental action/input
 - Opportunities to make up missing assignments will be provided to students
- Teachers will conduct mid marking period conferences with students using a grading rubric. The teacher and student will discuss areas of weakness and develop strategies for improvement.
- Parent out-reach will be conducted by teachers.
- The principal and guidance counselor will review weekly attendance and monitor student progress and check in with students.

The practice of checking in weekly with students, reviewing progress reports, grading rubrics and targeted AIS supports where warranted will be provided throughout the school year.

Strategies to increase parental involvement

- The school will establish a Parent Resource Center that will provide instructional material for parents, graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.
- The school will host a transcript review workshop in February and June for parents. This workshop will be combined with a college and career readiness workshop.
- The school will provide written and verbal progress reports that are periodically given to parents informing them of their respective child's progress.
- The school will continue to develop the school website to keep parents informed about school activities.
- Parents will be introduced to Datacation and ARIS that will allow them to track their child's academic progress and attendance.
- Translation services will be utilized to communicate with parents in their home language.
- The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.
- The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and families.
- The school will conduct parent workshops with topics that may include parenting skills, assessment expectations, grade-level curriculum, literacy, accessing community support services.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- Utilize Title 1 SWP funds to encourage teachers to complete specialized programs and secure license extensions.
- Teachers participate in the interviewing and hiring of new staff members
- Teachers participate in professional development in the areas of literacy, Common Core Learning Standards, classroom management, culture building, effective teaching strategies, and curriculum integration. Teachers are also given a menu of activities to choose from and encouraged to make additions to the menu.
- Funds are set aside for professional conferences and workshops
- Teachers are scheduled for common planning time, curriculum development, sharing of best practices, use of data to drive instruction, student support discussions, peer assessment and reflection.
- Faculty meetings are used to development common lesson plan templates, shared leadership, professional development, intensive use of data, classroom management strategies, student engagement and creation of student supports.
- Teachers will have access to stand alone computers, color printer/scanners, laptops carts, Smart boards, document cameras, LCD projectors and digital cameras.
- Teachers will be given opportunities to take on a leadership role in the school, design the instructional program, build partnerships with industry partners, and assist in the development of the school's culture.

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance committee will work collaboratively on increased student attendance.

- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and other issues as needed
- Title 1 SWP funds will be set aside to support students in temporary housing., The guidance counselor and SBST will provide additional support.
- Extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work 9th grade students in an after school program.
- The school will work collaboratively with the campus PSAL teams

Budget and resources alignment

Title 1 SWP, TL Fair Student Funding, TL Children First Operations, Children , TL Data Specialist ARRA RTTT Data Specialist, Title III and TTL Translation Services, Private Grant 85,VATEA, and ARRA RTTT Citywide Inst. Exp

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Cohorts 2014 and 2015 will maintain an overall attendance rate of 85% for the 2011-2012 school year.

Comprehensive needs assessment

83% of the incoming 9th grade students were absent over 4 days during the 2010-2011 school year. 60% of the 10th grade students were absent over 4 days during the 2010-2011 school year.

Instructional strategies/activities

. An Attendance Team consisting of the principal, guidance counselor, attendance teacher, school aide and the secretary is established by September, 2011.

- The attendance teacher is responsible for contacting the homes of students who have not attended school (“no shows”) to determine the disposition of each case.
- Ms. Trotman, the school aide, runs the daily attendance roster to identify absent students. In the event that students are absent for two consecutive days or more than once during the week, Ms. Trotman, the school aide will contact the home. Ms. Wilson, the guidance counselor, also follows up with students regarding the absence.
- Ms. Mondesir, monitors the 407s. She will forward all information to Ms. Wilson who conducts the necessary investigations and close cases when possible. The attendance teacher will follow-up and close all difficult cases. A copy of closed 407 s will be kept on file in the main office.
- Parents are informed of the following during orientation: 1) Every absence requires a note upon the students return to school 2) In the event a note is not received a phone call will be made to the student’s parent/guardian by the counselor. Information obtained from the phone call will then be documented.
- Attendance procedures are reviewed with the teachers during the first week of school and monitored throughout the year.
- Weekly attendance rosters are run and analyzed at the monthly attendance team meeting to note patterns and trends.
- Ms. Mondesir and Ms. Trotman prints out a series of ATS attendance reports to verify student attendance and make corrections accordingly.
- Advisory teachers assist with tracking students’ attendance weekly, conferring with students and calling students’ families.
- Monthly bulletin boards and attendance awards recognizing students with excellent and improved attendance.
- The staff identifies time periods when attendance rates may decline and develop strategies to maintain regular attendance.
- Ms. Matthews, the pupil accounting secretary, discharges students when appropriate.
- Use 9th grade trackers to keep parents informed about student attendance rates.

Strategies to increase parental involvement

-
- The school will establish a Parent Resource Center that will provide instructional material for parents, graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.
- The school will host a transcript review workshop in February and June for parents. This workshop will be combined with a college and career readiness workshop.

- The school will provide written and verbal progress reports that are periodically given to parents informing them of their respective child's progress.
- The school will continue to develop the school website to keep parents informed about school activities.
- Parents will be introduced to Datacation and ARIS that will allow them to track their child's academic progress and attendance.
- Translation services will be utilized to communicate with parents in their home language.
- The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.
- The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and families.
- The school will conduct parent workshops with topics that may include parenting skills, assessment expectations, grade-level curriculum, literacy, accessing community support services.

Strategies for attracting Highly Qualified Teachers (HQT)

- Utilize Title 1 SWP funds to encourage teachers to complete specialized programs and secure license extensions.
- Teachers participate in the interviewing and hiring of new staff members
- Teachers participate in professional development in the areas of literacy, Common Core Learning Standards, classroom management, culture building, effective teaching strategies, and curriculum integration. Teachers are also given a menu of activities to choose from and encouraged to make additions to the menu.
- Funds are set aside for professional conferences and workshops
- Teachers are scheduled for common planning time, curriculum development, sharing of best practices, use of data to drive instruction, student support discussions, peer assessment and reflection.
- Faculty meetings are used to development common lesson plan templates, shared leadership, professional development, intensive use of data, classroom management strategies, student engagement and creation of student supports.
- Teachers will have access to stand alone computers, color printer/scanners, laptops carts, Smart boards, document cameras, LCD projectors and digital cameras.
- Teachers will be given opportunities to take on a leadership role in the school, design the instructional program, build partnerships with industry partners, and assist in the development of the school's culture.

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance committee will work collaboratively on increased student attendance.
- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and other issues as needed.
- Title 1 SWP funds will be set aside to support students in temporary housing, The guidance counselor and SBST will provide additional support.
- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids(CBO) will work 9th grade students in an after school program.
- The school will work collaboratively to support the campus PSAL teams.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								0
9	75	64	65	7	8	0	0	0
10	13	12	12	8	1	0	0	
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>After School – Small group tutoring</p> <p>During School Time – Small classes, differentiated instruction, students are scheduled for an ELA/technology class and an additional period of writing ELA class</p>
Mathematics	<p>After School – Small group tutoring , Regents prep</p> <p>During School Time – Small classes, differentiated instruction</p>
Science	<p>After School – Small group tutoring, Regents prep</p> <p>During School Time – Differentiated instruction, literacy through the curriculum</p>
Social Studies	<p>After School – Small group tutoring</p> <p>During School Time – Differentiated instruction, literacy through the curriculum</p>
At-risk Services provided by the Guidance Counselor	One-on-one counseling, group counseling, referrals to SBST and outside agencies
At-risk Services provided by the School Psychologist	One-on-one counseling, group counseling, referrals to outside agencies
At-risk Services provided by the Social Worker	One-on-one counseling, group counseling, referrals to outside agencies

At-risk Health-related Services

Referrals to SBST and outside agencies

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our school 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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, Progress 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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 will 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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 3	District 17	Borough Brooklyn	School Number 751
School Name Academy for Health Careers			

B. Language Allocation Policy Team Composition [?](#)

Principal Deonne Martin	Assistant Principal NA
Coach NA	Coach NA
ESL Teacher Edward Kilcullen	Guidance Counselor Angella Grant
Teacher/Subject Area Elisheba Fowlkes	Parent Yvette Hutson
Teacher/Subject Area Kelly Radigan/Social Studi	Parent Coordinator NA
Related Service Provider NA	Other type here
Network Leader Alexis Penzell	Other type here

C. Teacher Qualifications [?](#)

Please 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 ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	138	Total Number of ELLs	11	ELLs as share of total student population (%)	7.97%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

1. The ELL identification process begins with parents completing the Home Language Identification Survey (HLIS). Students are identified based on the language that the parents indicate is spoken in the home. If the HLIS shows that the students speak, reads or writes in a language other than English, then the student is scheduled to take the LAB-R testing. The persons responsible for conducting the initial formal assessment are Edward Kilcullen, the ESL/English Teacher or Ms. Angella Grant, the guidance counselor at the school. The school current an LTA guidance counselor, Ms. Jordan, who speaks Spanish and the dean, Ms. Harry who speaks also speaks Spanish. Sometimes an informal interview done in the parent's native language may be necessary to determine language needs. The DOE Translation Services are used to facilitate this process. The LAB-R and the NYSESLAT are administered by the Licensed ESL teacher, Edward Kilcullen. The ESL/English teacher also evaluated the data from the RNMR and the RLAT reports on ATS to determine the current NYSESLAT levels of incoming students. The ESL/English teacher ensures that all four components of the NYSESLAT are administered when required.
2. Parents are informed about all three program choices during the initial assessment, during Freshmen Orientation and via letters within 10 days. Parents are also shown or directed to archived web videos on the DOE website that explain all three programs. Parents are informed that due to our small students population that we offer the Freestanding ESL model. Mr. Kilcullen, the ESL/English teacher, Ms. Grant, the guidance counselor and Ms. Jordan, the LTA guidance counselor are all involved in this process.
3. The Entitlement letters are mailed to the home or given to students to deliver to their respective parents. The ESL teacher distributes the Parent Survey and Program Selection forms to the students. Students are instructed to have respective parents read and sign the documents and return them to school within 10 days. All documents are collected by the ESL teacher and submitted to the main office where they are stored in the records rooms. If the documents are not submitted in a timely fashion, phone calls are made reminding parents/guardians of their obligations to sign and return the forms. Invitations to the Parent Orientation meeting are mailed to the home and phone calls are made to all parents.
4. After the LAB-R has been evaluated by the ESL teacher, Entitlement letters, in the home language, are mailed to the home notifying parents/guardians that their respective child has been identified as needing ESL instruction. Based on the scores of the LAB-R, beginning students receive 3 units of ESL instruction, intermediate students receive 2 units and advanced students receive 1 unit of ESL plus one unit of ELA, as per CR Part 154 regulations. Letters are mailed home notifying parents/guardians about the ESL placement for the child. Students are placed in the school because parents selected the ESL program on the Program Selection Form.
5. The Parent Survey and Program Selection forms will be distributed for the first time this year. Previously, the school has never had a newly-arrived ELL student. The data will be analyzed for tendencies in preferences.
6. Parents who express preferences for programs not available at the school will be notified of opportunities existent at other schools. Notification, utilizing services listed on the "Language Identification Guide," will be made in the parents' home language.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										8	2			10
Push-In											0			0
Total	0	0	0	0	0	0	0	0	0	8	2	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	3

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2			5	1	1	3		2	10
Total	2	0	0	5	1	1	3	0	2	10

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second 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										4				4
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic											1			1
Haitian										1	1			2
French										2				2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	8	2	0	0	10								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a) Students are taught by a licensed ESL teacher in a self-contained ELL class which meets twice weekly for 100 minutes. The students are also in the licensed ESL teacher's ELA classes, either 9th or 10th grade English. These classes meet daily for 45 minutes. The beginning level ELLs take a second period of English with the same teacher for 45 minutes daily. Work is differentiated for the ELL's in the first English class, especially for the ELLs (all but one student) who are not mandated to take ELA. An educational plan is developed for the beginning level ELLs in the second English class. The 9th grade students are also in the licensed teacher's Advisory classes, which meet once weekly for 45 minutes. The same instructor provides individual support for the 10th grade ELL students by push-in or pull-out support in an Advisory class which meets once weekly for 45 minutes. The 10th grade students are blocked and travel together throughout the day.

1b) The self-contained classes are heterogeneous and ungraded, due to the small number of students; the push-in support is heterogeneous and graded; the free-standing classes are heterogeneous and graded. The 10th grade students are blocked and travel together throughout the day.

2) The licensed ESL instructor's teaching program consists of fifteen periods weekly working with ELL students in a 1-9 program. This ensures that the mandated minutes are met.

2a) Most periods are 45-minutes daily in length, with the self-contained classes which meet twice weekly 50 minutes long each day. This adds up to 595 minutes per week for the beginning-level students and 370 minutes for the intermediate-level students; the one advanced student receives between 320 and 370 minutes of ELL support a week..

3. Instruction in all subjects is in English. The language of the class or a text is modified when appropriate. For example, in a class lesson "ambiguous" may be explained as "not clear." Realia is used to make concepts vivid (such as the teacher's dirty clothes to explain "not clear"). Bilingual dictionaries (and also monolingual dictionaries for those students who do not have strong first language skills) are readily available. In the departmentalized and self-contained ELL classes, instruction is differentiated by frequent pair and group work, individualized assignments, and the choosing of reading material which all students can master. Extensive prereading activities are undertaken, including listening for comprehension and information. For example, to prepare students for Part I of the Regents and meet ELA Common Core standards, before reading Ernest Gaines's *A Lesson before Dying*, a modified biography of Gaines is read. Students take notes and answer multiple-choice questions on this biography. To prepare them for the reading, a focus "AIM" question might be, "Judging from his biography, what themes may we expect to encounter (run into, see) in Ernest Gaines's novel, *A Lesson before Dying* (1993)?" When reading of the text commences, to enhance fluidity in reading, most of the vocabulary in the text is covered by the teacher in vocabulary handouts. In order for students to develop their own vocabulary skills, strategies are employed, with reference made to their content area subjects and future college studies. Sometimes, students work on text vocabulary on their own, employing both contextual guessing and dictionary skills. The instructor strives to read as much of the text as possible in class; this is particularly true for plays. When reading is assigned as homework, and aiming for full comprehension, not just "reading over" the pages, the realistic goal of five pages a night is considered the maximum. More reading is assigned, of course, to the non-ELL ELA students, but ELL students are given a "lag" to catch up on the reading if necessary. What I mean by this is that homework is differentiated for the ELL students, which is explained during the twice weekly free-standing class. To develop writing skills and remedy common ESL grammar problems, peer-

A. Programming and Scheduling Information

editing activities are undertaken using an editing sheet (which focuses on run-on sentences, noun singular-plural usage, verb singular-plural agreement, article usage, and verb tense and form usages).

4. To ensure that ELLs are appropriately evaluated in their native language if a student speaks Spanish as a first language and are entitled to ESL service, they are administered the Spanish LAB to determine their level of native literacy language skills. New York City offers no test for students who speak a language other than Spanish. We currently have a math teacher who speaks French. She is frequently consulted to help evaluate the native language ability of French-speaking students. She is also consulted for a student who speaks Haitian-Creole.

5. Instruction is differentiated for various subgroups. The instructor and the school use the computer program, Achieve 3000, to differentiate reading and writing assignments. The instructor also differentiates reading and writing assignments by using modified readers, for example, or when reading a newspaper article, AM New York may be selected for an ELL student instead of the New York Times or one of the tabloids. For one student, who has been diagnosed as MR, the "Zip Zoom" Scholastic designated English computer program (K - 3) is used.

5a) We do not have any SIFE students. One student is "SIFE," but this student has not reported to school this year, despite numerous outreach to her home. If this student were to report, we would monitor her progress in content-level course, ready to provide push-in, pull-out, or individual tutoring if necessary. The student in question tested at the "Advanced" level on the NYSESLAT exam in 2009, and the "Intermediate" level in 2010. The student does not seem to have taken the exam in 2011.

5b) At present we have two students in the country for less than three years. The progress of these students is monitored closely, both in ELA and their content-area classes, with special consideration given to their listening comprehension needs - as this seems to be their biggest challenge. The school does not have any students in the country for less than one year. Nevertheless, the school would provide intensive push-in ESL should it receive such a student. If the student is Haitian-Creole, French or Spanish-speaking, the school is prepared with bilingual dictionaries and first language materials.

5c) For students in the country 4 – 6 years, when analyzing results of the NYSESLAT and their progress in the ELL class, a prime concern is fossilization, particularly in reading and writing skills. Therefore, there is a heavy emphasis on interpreting and analyzing authentic literature both verbally and in writing. Authentic nonfiction materials, selected with second-language students in mind, are also read. Most of the nonfiction reading is related to the literary works read in class. Writing is done daily in a provocative "Do Now" prompt, and students frequently have writing assignments in a variety of formats and registers, including creative writing. Students perfect essay writing skills by demonstrating mastery in writing introductions, bodies, and conclusions. The above 3 components include mastery of general statements, thesis statements, topic sentences, development through detail, summarizing, paraphrasing, and adding a final thought. Achieve 3000 articles and accompanying writing activities are used both for homework and in class.

5d) The approach to long-term ELLs is similar to that of 4 – 6 year ELLs, except that literature and nonfiction pieces are not vetted as much for vocabulary, and more arduous (in length and content) writing tasks are assigned.

6) Three of the ten ELL students are special-needs students. The instructor familiarizes himself with the students' IEP's, and instruction is modified to student needs. For example, in the ELA class and the free-standing ELL classes, modified readers may be used with students with elementary-school reading levels, and a student who has a disability producing language works individually with the teacher on producing written paragraphs. Achieve 3000 is employed more actively with these students, as they are in the second period ELA class. Part of their educational plan in this class is reading Achieve 3000 class-related articles and completing writing assignments on laptops (kept in the classroom) twice weekly and completing independent reading and writing assignments once weekly. These students are "buddied" with helpful students in the first period English class. On a more general note, the ESL instructor utilizes graphic organizers and visual cues in instruction to make material comprehensible in different learning modalities, and a variety of groupings (individual, class whole, pair, and group) are used in instruction. The special-education teacher is also frequently consulted for advice and guidance.

7. The IEPs of all special needs students who are ELLs are adhered to. Curricula are modified to create opportunities for teachers to differentiate for students within the least restrictive environment. A variety of learning materials at different levels of difficulty are available in each subject. The school utilizes the Achieve 3000 program. ELL-SWDs are scheduled with the general education students for art and physical education. ELL-SWD students are programmed for one or two additional periods of instruction as part of the 37 1/2 minutes extended day program. These classes may include general education students.

A. Programming and Scheduling Information

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Intervention services are offered largely in English with minimal assistance in French and Spanish. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, GIST, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the Howard Zinn book (a much more comprehensible text than other standard texts) will be considered for use in U.S. History next year. In English, texts are selected with ELL student needs in mind. Across the 9th and 10th grade curricula, works such as *Monster*, *A Lesson before Dying*, *Twelve Angry Men*, *Shakespeare Made Easy*, *The Catcher in the Rye*, and *Miguel Street* are selected for their comprehensibility to ELL students syntactically and lexically.

9. We offer ELLs who are transition to monolingual classes extended time on all required school and state assessments. These students are also invited to attend all after-school classes and small group tutoring sessions. Teachers of former ELL students are notified about the testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.

10. More push in ESL will be considered for ELL students.

11. At this time no service or program for ELL students is under consideration for discontinuance.

12. All students are provided the opportunity to participate in a number of after-school clubs, including the Music Club among others. Students are also provided the opportunity to participate in sports teams, including the boys' basketball team and the girls' track team. In addition, students have access to a representative Student Government. The Student Government Vice-President has expressed an interest in working with ELL students, and this student worked with one of our ELLs recently to submit an essay for a competition. As a small school, we are seeking to expand our after-school activities for all students, including ELLs.

13. Instructional materials used to support ELLs include the following: Achieve 3000, "Zip Zoom" English (for one student with MR), bilingual dictionaries, class libraries, LCD projectors and desk-top and lap-top computers. The school utilizes bi-language dictionaries, glossaries, texts and computer software programs such as Lexia Learning. The special education teacher is also using Phonics Pathways Booster and Phonics Pathways.

14. Staff fluent in a student's native language are consulted. Bilingual dictionaries are available, and texts are available in languages other than English.

15. ELA skills are emphasized across the school's curricula, corresponding to student grades and ages.

16. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with incoming ELL students.

17. Students can study Spanish.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Intervention services are offered largely in English with minimal assistance in French and Spanish. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, GIST, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the Howard Zinn book (a much more comprehensible text than other standard texts) will be considered for use in U.S. History next year. In English, texts are selected with ELL student needs in mind. Across the 9th and 10th grade curricula, works such as *Monster*, *A Lesson before Dying*, *Twelve Angry Men*, *Shakespeare Made Easy*, *The Catcher in the Rye*, and *Miguel Street* are selected for their comprehensibility to ELL students syntactically and lexically.
9. We offer ELLs who are transition to monolingual classes extended time on all required school and state assessments. These students are also invited to attend all after-school classes and small group tutoring sessions. Teachers of former ELL students are notified about the testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.
10. More push in ESL will be considered for ELL students.
11. At this time no service or program for ELL students is under consideration for discontinuance.
12. All students are provided the opportunity to participate in a number of after-school clubs, including the Music Club among others. Students are also provided the opportunity to participate in sports teams, including the boys' basketball team and the girls' track team. In addition, students have access to a representative Student Government. The Student Government Vice-President has expressed an interest in working with ELL students, and this student worked with one of our ELLs recently to submit an essay for a competition. As a small school, we are seeking to expand our after-school activities for all students, including ELLs.
13. Instructional materials used to support ELLs include the following: Achieve 3000, "Zip Zoom" English (for one student with MR), bilingual dictionaries, class libraries, LCD projectors and desk-top and lap-top computers. The school utilizes bi-language dictionaries, glossaries, texts and computer software programs such as Lexia Learning. The special education teacher is also using Phonics Pathways Booster and Phonics Pathways.
14. Staff fluent in a student's native language are consulted. Bilingual dictionaries are available, and texts are available in languages other than English.
15. ELA skills are emphasized across the school's curricula, corresponding to student grades and ages.
16. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with incoming ELL students.
17. Students can study Spanish.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here We do not have Dual Language Program.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Workshops on the following ESL strategies will be presented as part of the professional plan:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the English classroom - Supporting literacy

The ESL teacher will attend a variety of off-site workshops and turn key the information to staff members. Teachers in all subject areas work with ELL students and will have an opportunity to participate in the professional development. Additional workshops will be presented to staff members during the following times: September 7th, January 31st and on the second common planning Wednesday meetings for the months of October, November, February, March, April and May from 2:50pm to 4:20pm.

2. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students. The teacher also administers his own diagnostic test at the beginning of the school year, which greatly aids the teacher in gaining insight on the language skills of new ninth grade students.
3. School wide professional development plans include daily common planning periods where classroom teachers share lessons and strategies on differentiation and data-driven instruction. Teachers will submit common planning notes to the principal. The ESL teacher and other teachers will also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) which are held throughout the school year. These include workshops on the following topics: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, principles of Differentiated Instruction for ELL students in the mainstream classroom. These workshops are free and are conducted during the school day. Attendance certificates, agendas and a list of resources will be kept on file in the main office.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Workshops on the following ESL strategies will be presented as part of the professional plan:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the English classroom - Supporting literacy

The ESL teacher will attend a variety of off-site workshops and turn key the information to staff members. Teachers in all subject areas work with ELL students and will have an opportunity to participate in the professional development. Additional workshops will be presented to staff members during the following times: September 7th, January 31st and on the second common planning Wednesday meetings for the months of October, November, February, March, April and May from 2:50pm to 4:20pm.

2. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students. The teacher also administers his own diagnostic test at the beginning of the school year, which greatly aids the teacher in gaining insight on the language skills of new ninth grade students.
3. School wide professional development plans include daily common planning periods where classroom teachers share lessons and strategies on differentiation and data-driven instruction. Teachers will submit common planning notes to the principal. The ESL teacher and other teachers will also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) which are held throughout the school year. These include workshops on the following topics: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, principles of Differentiated Instruction for ELL students in the mainstream classroom. These workshops are free and are conducted during the school day. Attendance certificates, agendas and a list of resources will be kept on file in the main office.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the na 75%	

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of ELLs are afforded the opportunity to participate on the School Leadership Team and the Parent Association. A "Parents' Orientation" is also held, open to ELL parents. Parents of ELL students are actively involved in attending the monthly PA meetings, where translation services for parents of ELLs are provided. The DOE translation Services will be contacted to provide translation services. Ms. Harry, the dean, speaks spanish and will assist with spanish speaking parents. Ms. Hehn, the mathematics teacher speaks french. She will assist with the french speaking parents.

2. The school is partnered with New Visions for Public Schools.

3. We do not have a parent coordinaator. Surveys, such as the "Language Preference" survey and the "Program Model Option," are distributed to parents during Parent Association meetings. The school will also create and distribute a survey to determine if any family members can support the parents/guradians at school meetings. The DOE Translation Services department will be contacted to provide additonal support with the translation of forms and translators at meetings.

4. Efforts to meet the needs of the parents are made based on the survey results. Parent workshops will be created based on feedback from the surveys. Workshops could include the following: English classes, computer classes, Understanding high school and graduation requirements and college and career planning for families. Information regarding activities will be mailed home in the first language. Translation services will be available when needed.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Intervention services are offered largely in English with minimal assistance in French and Spanish. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, GIST, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the Howard Zinn book (a much more comprehensible text than other standard texts) will be considered for use in U.S. History next year. In English, texts are selected with ELL student needs in mind. Across the 9th and 10th grade curricula, works such as Monster, A Lesson before Dying, Twelve Angry Men, Shakespeare Made Easy, The Catcher in the Rye, and Miguel Street are selected for their comprehensibility to ELL students syntactically and lexically.

9. We offer ELLs who are transition to monolingual classes extended time on all required school and state assessments. These students are also invited to attend all after-school classes and small group tutoring sessions. Teachers of former ELL students are notified about the testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.

10. More push in ESL will be considered for ELL students.

11. At this time no service or program for ELL students is under consideration for discontinuance.

12. All students are provided the opportunity to participate in a number of after school clubs, including the Music Club among others.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Intervention services are offered largely in English with minimal assistance in French and Spanish. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, GIST, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the Howard Zinn book (a much more comprehensible text than other standard texts) will be considered for use in U.S. History next year. In English, texts are selected with ELL student needs in mind. Across the 9th and 10th grade curricula, works such as *Monster*, *A Lesson before Dying*, *Twelve Angry Men*, *Shakespeare Made Easy*, *The Catcher in the Rye*, and *Miguel Street* are selected for their comprehensibility to ELL students syntactically and lexically.

9. We offer ELLs who are transition to monolingual classes extended time on all required school and state assessments. These students are also invited to attend all after-school classes and small group tutoring sessions. Teachers of former ELL students are notified about the testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.

10. More push in ESL will be considered for ELL students.

11. At this time no service or program for ELL students is under consideration for discontinuance.

12. All students are provided the opportunity to participate in a number of after-school clubs, including the Music Club among others. Students are also provided the opportunity to participate in sports teams, including the boys' basketball team and the girls' track team. In addition, students have access to a representative Student Government. The Student Government Vice-President has expressed an interest in working with ELL students, and this student worked with one of our ELLs recently to submit an essay for a competition. As a small school, we are seeking to expand our after-school activities for all students, including ELLs.

13. Instructional materials used to support ELLs include the following: Achieve 3000, "Zip Zoom" English (for one student with MR), bilingual dictionaries, class libraries, LCD projectors and desk-top and lap-top computers. The school utilizes bi-language dictionaries, glossaries, texts and computer software programs such as Lexia Learning. The special education teacher is also using Phonics Pathways Booster and Phonics Pathways.

14. Staff fluent in a student's native language are consulted. Bilingual dictionaries are available, and texts are available in languages other than English.

15. ELA skills are emphasized across the school's curricula, corresponding to student grades and ages.

16. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with incoming ELL students.

17. Students can study Spanish.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Intervention services are offered largely in English with minimal assistance in French and Spanish. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, GIST, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the Howard Zinn book (a much more comprehensible text than other standard texts) will be considered for use in U.S. History next year. In English, texts are selected with ELL student needs in mind. Across the 9th and 10th grade curricula, works such as *Monster*, *A Lesson before Dying*, *Twelve Angry Men*, *Shakespeare Made Easy*, *The Catcher in the Rye*, and *Miguel Street* are selected for their comprehensibility to ELL students syntactically and lexically.
9. We offer ELLs who are transition to monolingual classes extended time on all required school and state assessments. These students are also invited to attend all after-school classes and small group tutoring sessions. Teachers of former ELL students are notified about the testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.
10. More push in ESL will be considered for ELL students.
11. At this time no service or program for ELL students is under consideration for discontinuance.
12. All students are provided the opportunity to participate in a number of after-school clubs, including the Music Club among others. Students are also provided the opportunity to participate in sports teams, including the boys' basketball team and the girls' track team. In addition, students have access to a representative Student Government. The Student Government Vice-President has expressed an interest in working with ELL students, and this student worked with one of our ELLs recently to submit an essay for a competition. As a small school, we are seeking to expand our after-school activities for all students, including ELLs.
13. Instructional materials used to support ELLs include the following: Achieve 3000, "Zip Zoom" English (for one student with MR), bilingual dictionaries, class libraries, LCD projectors and desk-top and lap-top computers. The school utilizes bi-language dictionaries, glossaries, texts and computer software programs such as Lexia Learning. The special education teacher is also using Phonics Pathways Booster and Phonics Pathways.
14. Staff fluent in a student's native language are consulted. Bilingual dictionaries are available, and texts are available in languages other than English.
15. ELA skills are emphasized across the school's curricula, corresponding to student grades and ages.
16. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with incoming ELL students.
17. Students can study Spanish.

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here We do not have Dual Language Program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Workshops on the following ESL strategies will be presented as part of the professional plan:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the English classroom - Supporting literacy

The ESL teacher will attend a variety of off-site workshops and turn key the information to staff members. Teachers in all subject areas work with ELL students and will have an opportunity to participate in the professional development. Additional workshops will be presented to staff members during the following times: September 7th, January 31st and on the second common planning Wednesday meetings for the months of October, November, February, March, April and May from 2:50pm to 4:20pm.

2. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students. The teacher also administers his own diagnostic test at the beginning of the school year, which greatly aids the teacher in gaining insight on the language skills of new ninth grade students.

3. School wide professional development plans include daily common planning periods where classroom teachers share lessons and strategies on differentiation and data-driven instruction. Teachers will submit common planning notes to the principal. The ESL teacher and other teachers will also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) which are held throughout the school year. These include workshops on the following topics: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, principles of Differentiated Instruction for ELL students in the mainstream classroom. These workshops are free and are conducted during the school day. Attendance certificates, agendas and a list of resources will be kept on file in the main office.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Workshops on the following ESL strategies will be presented as part of the professional plan:

- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom
- ESL in the English classroom - Supporting literacy

The ESL teacher will attend a variety of off-site workshops and turn key the information to staff members. Teachers in all subject areas work with ELL students and will have an opportunity to participate in the professional development. Additional workshops will be presented to staff members during the following times: September 7th, January 31st and on the second common planning Wednesday meetings for the months of October, November, February, March, April and May from 2:50pm to 4:20pm.

2. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students. The teacher also administers his own diagnostic test at the beginning of the school year, which greatly aids the teacher in gaining insight on the language skills of new ninth grade students.
3. School wide professional development plans include daily common planning periods where classroom teachers share lessons and strategies on differentiation and data-driven instruction. Teachers will submit common planning notes to the principal. The ESL teacher and other teachers will also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) which are held throughout the school year. These include workshops on the following topics: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, principles of Differentiated Instruction for ELL students in the mainstream classroom. These workshops are free and are conducted during the school day. Attendance certificates, agendas and a list of resources will be kept on file in the main office.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents of ELLs are afforded the opportunity to participate on the School Leadership Team and the Parent Association. A "Parents' Orientation" is also held, open to ELL parents. Parents of ELL students are actively involved in attending the monthly PA meetings, where translation services for parents of ELLs are provided. The DOE translation Services will be contacted to provide translation services. Ms. Harry, the dean, speaks spanish and will assist with spanish speaking parents. Ms. Hehn, the mathematics teacher speaks french. She will assist with the french speaking parents.

2. The school is partnered with New Visions for Public Schools.

3. We do not have a parent coordinaator. Surveys, such as the "Language Preference" survey and the "Program Model Option," are distributed to parents during Parent Association meetings. The school will also create and distribute a survey to determine if any family members can support the parents/guradians at school meetings. The DOE Translation Services department will be contacted to provide additonal support with the translation of forms and translators at meetings.

4. Efforts to meet the needs of the parents are made based on the survey results. Parent workshops will be created based on feedback from the surveys. Workshops could include the following: English classes, computer classes, Understanding high school and graduation requirements and college and career planning for families. Information regarding activities will be mailed home in the first language. Translation services will be available when needed.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Intermediate(I)	0	0	0	0	0	0	0	0	0	4	1	0	0	5
Advanced (A)	0	0	0	0	0	0	0	0	0	2	1	0	0	3
Total	0	0	0	0	0	0	0	0	0	9	2	0	0	11

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	2	0	0	0
	I	0	0	0	0	0	0	0	0	0	1	0	0	0
	A	0	0	0	0	0	0	0	0	0	3	2	0	0
	P	0	0	0	0	0	0	0	0	0	3	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	2	0	0	0
	I	0	0	0	0	0	0	0	0	0	3	1	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	0	0	0	0	0	0	0	0	0	3	1	0	0
	P	0	0	0	0	0	0	0	0	0	1	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Of the 11 students who took the NYSESLAT in May 2011 and 2010, only one student was advanced in both reading and writing. The remaining 10 are either at the intermediate or beginning stage. This information will be used to more effectively assist students in meeting their academic requirements. For example, we are using Achieve 3000, a literacy program that is designed to help readers and writers at all levels improve their fluency, comprehension and word study skills. Teachers providing instruction to our ELL students will be informed of the NYSESLAT results. This information will help teachers differentiate or scaffold instruction to help ELLs succeed in all content areas. Teachers will also modify assignments, both in class and homework to meet the varying reading and writing levels of ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Academy for Health Careers

School DBN: 17K751

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deonne Martin	Principal		
NA	Assistant Principal		
NA	Parent Coordinator		
Edward Kilcullen	ESL Teacher		
Yvette Hutson	Parent		
Kelly Radigan	Teacher/Subject Area		
Elisheba Fowlkes	Teacher/Subject Area		
NA	Coach		
NA	Coach		
Angella Grant	Guidance Counselor		
Alexis Penzell	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 751 School Name: Academy for Health Careers

Cluster: Maldonado Network: CFN 563

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Academy for Health Careers plans to use the Home Language Identification Survey and information from the ELL Parent Orientation to determine the translation services needs of our students and parents. Once we identified the languages, other than English, that are spoken at home, we will survey staff members to ascertain if they can serve as interpreter and assist the school with other communications. We will use the DOE Translation Services department to provide us with interpreters to assist with parent outreach. We will also use the translation services to translate important documents, notices and information packets for parents and students.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After reviewing our data, we found that we needed to translate documents and notices into Spanish, French, Haitian and Bengali. The secretary and/or guidance counselor will forward the necessary documents to the approved DOE vendors for translation services, such as Lingualinx.com. We will also arrange for interpreters during parent meetings, Parent/Teacher conferences and Open House events. Staff members as well as DOE Translation Services will be utilized as interpreters when needed.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will utilize the translation services of Lingualinz.com, an approved DOE approved vendor. During orientation, parents will receive a translated Parent Orientation packet as well as all school wide initiatives. Throughout the school year, other school documents will be translated and distributed as appropriate. Staff members will also assist the school with translation needs.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided at the following events: Parent Orientation, Parent Teacher Conferences and Parent Association meeting. These services will be provided by DOE translation services, staff members and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.