



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HS FOR HEALTH CAREERS & SCIENCES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M468

PRINCIPAL: HARRIS MARMOR EMAIL: HMARMOR@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

**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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Harris Marmor	*Principal or Designee	
Amanda Valenti	*UFT Chapter Leader or Designee	
Juan Hidalgo	*PA/PTA President or Designated Co-President	
Juanita Castro	DC 37 Representative, if applicable	
Milagros Tifa	Student Representative	
Angie Brenst	Student Representative	
N/A	CBO Representative, if applicable	
Elizabeth Arrendell	Member/Guidance Counselor	
Victoria Locker-Thomas	Member/Parent	
Ellen Campeas	Member/Assistant Principal	
Francisca Fermin	Member/Parent	
Mary Tejeda	Member/Parent	
Betty Coker	Member/Parent	
Teresa Ratkowski	Member/Assistant Principal	
Illuminada Jerez	Member/Parent	
	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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Increase the graduation rate by 5% from 65%, June 2011 to 70%, June 2012.**

### **Comprehensive needs assessment**

**The SLT examined the 2010-2011 School Progress Report and it was evident that this is an area for improvement, since the school scored 22.9 out of 60 in the category of annual progress the students made toward meeting the state's graduation requirements. In addition, it was noted that on the NYSED School Accountability Report for 2010 – 2011, the school did not meet the state standard of an 80% graduation rate.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

a)

- **Identify and group cohort N students by “on target”, missing credit(s) or missing Regent (s).**
- **Senior Mentoring Program: assign one staff member per ten students to monitor the progress of the group on a consistent basis.**
- **Staff members will receive PD in individualized student goal-setting to establish targets for improvement.**
- **Ensure that students who need AIS to pass Regents are programmed for the services (Tutoring Program).**
- **Implement a Credit Recovery Program, utilizing the Aventa online program and other methodologies.**
- **Administer ongoing practice Regents exams to students who need to pass Regents for graduation.**
- **Program Regents Prep classes for students during the school day.**
- **Establish a Peer Tutoring Program.**
- **APs will examine teacher-made exams on an ongoing basis to ensure they mirror NYSED Regents examinations and reflect the common core standards.**
- **Ensure teachers receive ongoing professional development on differentiated instruction with special attention devoted to the ELL and special education population.**
- **Communicate with parents/guardians of students at least one time per marking period who are in danger of not meeting graduation requirements.**

b)

- Support staff members, teachers, and assistant principals are an integral part of monitoring student progress in a small group setting (School Mentoring Program).
- Assistant Principal PPS implements and supervises the Senior Mentoring Program, the Credit Recovery Program and the Peer Tutoring Program.
- Assistant Principal Organization implements and supervises the Tutoring Program.

c)

- In monthly department meetings, teachers discuss the effectiveness of the Credit Recovery Program, Regents Prep Classes and the Tutoring Program and benchmarks.
- Teachers create and evaluate appropriate academic assessments during department meetings and common planning times.
- A Senior Mentoring Program meeting is held monthly for mentors to report on student progress and to give input.

d)

- Data for Cohort N students is examined on an ongoing basis; students are initially grouped in September for the Senior Mentoring Program, Credit Recovery Program, Peer Tutoring Program and Tutoring Program.
- Regents practice exams are given on an ongoing basis throughout the year in mock Regents testing conditions; Assistant Principals examine teacher-made exams on an ongoing basis to ensure they mirror NYSED Regents examinations and reflect the Common Core standards.
- Monthly meetings are held to discuss the progress of at-risk cohort N students.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Meetings for parents of seniors are held two times per year.**
- **Parents of seniors make appointments and meet individually with one of the three bilingual guidance counselors at least twice during the school year to discuss their child's progress toward graduation.**
- **English and Spanish materials inform parents of monthly PTA meetings and of the Parent-Teacher conferences; translations are done in other languages if needed.**
- **ESL and computer classes for parents are scheduled during the student Tutoring Program to increase parental involvement.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**100% of the teachers are highly qualified**

**Service and program coordination**

- 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.

**N/A**

**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.

**Fair Student Funding, Title I SWP, Title III**

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, the school attendance rate will increase by 1% from the attendance rate of June 2011.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**The SLT examined the School Attendance Report Attendance Report from 2009-2010 which stated that the yearly attendance rate was 87%. The School Attendance Report percentage from 2010 – 2011 was 85.7%, which showed a 1.7% drop in the attendance percentage from the previous school year. Therefore, the school-wide goal was developed to raise the attendance percentage at least 1% to 86.7% for school year 2011-2012.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - e)

**a)**

- **Increase in-school and after-school telephone calls and home visits to chronically absent students.**
- **Hold individual case conferences and group parent meetings to discuss attendance issues.**

- **Send bi-weekly postcards home regarding student absences and cutting.**
  - **Examine attendance data on a daily basis to be able to analyze attendance trends.**
  - **Provide meaningful incentives for students whose attendance is at-risk, as well as for students with exemplary attendance.**
  - **Implement a school-wide Scholarship Policy to improve attendance.**
  - **Ensure that all attendance interventions are logged in the I-log.**
  - **Ensure that classroom teachers log all attendance telephone calls in each assistant principal's office.**
  - **Staff member will receive PD on attendance strategies and positive reinforcement to improve attendance.**
- b)
- **The attendance coordinator, the attendance teacher, the community associate, the family worker, and three guidance counselors. These staff members are supervised by the Assistant Principal PPS; all of these staff members are fluent in both English and Spanish.**
  - **The attendance committee consists of the above attendance personnel with the principal, other assistant principals and the programmer.**
- c)
- **Teachers initiated the school Scholarship Policy which states that a student has to make up the time missed for six absences or more during one marking period.**
  - **Teachers recommend home visits for students based on class attendance resulting in poor student performance.**
- d)
- **Attendance conferences, telephone calls, home visits and individual case conference meetings occur daily.**
  - **Attendance committee meetings occur monthly; at these meetings, data is discussed along with individual attendance issues.**
  - **PD for attendance issues is held at faculty conferences two times per year.**

**Strategies to increase parental involvement**

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- **Meetings for selected parents are held two times per year focusing on student attendance issues and interventions.**
- **Letters are sent home by individual teachers each marking period to inform parents of poor student attendance.**
- **ARIS parent workshops are held to assist parents in monitoring their child's attendance.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**100% of the teachers are highly qualified**

**Service and program coordination**

- 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.

N/A

**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.

**Fair student Funding, Title I SWP, Title III**

**ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Improve teacher effectiveness through a shared vision of instructional excellence; the result will be increased student scholarship.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**The SLT examined School Scholarship Reports from School Years 2009-2010 and 2010-2011. It was noted that in school year 2009 – 2010, the overall school passing rate was 75.66% and in the school year 2010 – 2011, the overall school passing rate was 71.86%. Therefore, the overall school goal was developed to improve teacher effectiveness, which will ultimately improve school scholarship.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) staff and other resources used to implement these strategies/activities,
    - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - d) timeline for implementation.
- a)
- **A professional development (PD) plan will be developed for all teachers that integrates selected components of the Kim Marshall rubric.**
  - **Teachers will attend PD on the Kim Marshall rubric which will be used for informal classroom observations.**
  - **Teachers will do a pre self-assessment on selected components of the Kim Marshall rubric.**
  - **Administrators will conduct observations and feedback sessions on an ongoing basis for each teacher.**
  - **Additional resources will be used to support teachers such as the in-house staff developer, intervisitations, network support and city-wide PD.**
- b)
- **Principal, Assistant Principal, the in-house staff developer, and network instructional specialists.**
- c)
- **Teachers will have input during faculty meetings and department meetings.**
  - **Teachers will participate in during bi-weekly PD sessions during their professional periods.**
- d)
- **Ongoing observations and feedback sessions will occur from September 2011 – June 2012**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Family Literacy and Mathematics Nights are scheduled for parents. These workshops will provide them with the necessary skills and training to support their child's education.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**100% of the teachers are highly qualified**

**Service and program coordination**

- 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.

**N/A**

**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.

**Title I SWP, Fair Student Funding**

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- 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.

### **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.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- 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.

### **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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	<b>9</b>	<b>20</b>	<b>52</b>	<b>0</b>				<b>16</b>
<b>10</b>	<b>22</b>	<b>31</b>	<b>24</b>	<b>9</b>				<b>11</b>
<b>11</b>	<b>30</b>	<b>45</b>	<b>52</b>	<b>15</b>				<b>13</b>
<b>12</b>	<b>39</b>	<b>27</b>	<b>72</b>	<b>114</b>				<b>9</b>

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
<p><b>ELA</b></p>	<p>After-School tutoring, three days per week at 1.5 hours per day and on Saturdays. Tutoring sessions will focus on classroom concepts and specific Regents tasks.</p> <p>The RIGOR literacy program for ELL students – three days per week at 1.5 hours, and on Saturdays for three hours, and in an after-school setting in which at-risk students receive individualized attention in reading, writing, speaking and listening.</p> <ul style="list-style-type: none"> <li>• Includes diagnostic-instructional materials</li> <li>• Multi-sensory approach</li> <li>• Structured and sequential methods to learning language</li> <li>• Scientific research-based</li> </ul> <p>Class size is capped at 20 students</p>
<p><b>Mathematics</b></p>	<p>After-School tutoring, three days per week at 1.5 hours per day and on Saturdays, 3 hours for algebra and geometry. Tutoring sessions will focus on classroom concepts and Regents questions. The tutoring will include:</p> <ul style="list-style-type: none"> <li>• differentiated instruction</li> <li>• creative Regents teaching approaches</li> <li>• print-rich learning environments</li> <li>• analyzing mathematical terminology</li> <li>• verbal problems, mimicking the Regents exams</li> </ul> <p>Class size is capped at 20 students</p> <p>The River Deep (Destination Math) Program will be held three days per week, 1.5 hours and on Saturdays for three hours in an after-school setting in which at-risk students receive individualized attention in math concepts.</p>

<p><b>Science</b></p>	<p>Regents tutoring after school, three days per week at 1 hour per day and on Saturdays, 3 hours, for Living Environment, Earth Science, Chemistry and Physics. Small group instruction is held during students' lunch period/teachers' administrative period.</p> <p>Class size is capped at 20 students .</p>
<p><b>Social Studies</b></p>	<p>Regents tutoring after school and on Saturdays for every Regents subject. Small group instruction during students' lunch period/teachers' administrative period. Class size is capped at 20 students.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Individual and group guidance conferences Transcript review High School Graduation requirement review Lessons on: promotion in doubt, graduation requirements, social issues such as bullying, harassment, etc. Meets with parents and teachers of at-risk students in <i>Intervention Meetings</i></p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>School psychologist diagnoses and recommends students for services such as speech therapy, psychiatry or medical attention. Evaluations into and out of special education, Referrals to outside agencies. Interventions tend to be at the administrative level.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Evaluations done in collaboration with school psychologist Referrals from Guidance Counselor, Deans and Teachers Short term counseling, will refer out for long-term to partners such New York Presbyterian Hospital</p>
<p><b>At-risk Health-related Services</b></p>	<p>A full-service, school-based medical clinic run by New York Presbyterian Hospital offers the following services to our at-risk students: Primary care and prevention OBGYN Mental health counseling, both one on one and groups Psychiatrist visits scheduled as needed Health Education (pregnancy prevention, self-care and wellness, nutrition, safe socialization) These services are available both during the school day, before and after school.</p>

**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- September 19, 2011 PA Executive Board Meeting at 6:00 p.m.
  - September 20, 2011 ELL Orientation for Parents presented by Mr. Zang and Ms. Campeas
  - (Morning Session 10:00 a.m. Room 324; Afternoon session 5:00 p.m. Room 328)
  - September 26, 2011 workshop for PA Executive Board at 5:00 p.m. Conference Room
1. October 3, 2011 1<sup>st</sup> SLT & PA Meeting presented by Principal, AP, Guidance & Clinic
  2. October 18, 2011 Healthy Cooking Workshops for Parents every Tuesday from 9:00 am to 11:00pm
  3. October 25, Healthy Cooking Workshop for Parents 9:00 am to 11:00 pm
  4. October 26, 2011 CUNNY Presentation for seniors, periods 2 -4 auditorium
  5. October 27, Parent/Teacher Conference at 5:30 pm. – 8:00 p.m.
  6. October 28, Parent/Teacher Conference at 1:00 p.m. – 3:00 pm.
  7. November 1, 2011 Healthy Cooking for Parents 9:00 am – 11:00 pm
  8. November 7, 2011, 2<sup>nd</sup> SLT & PA Meeting Scholarship Improvement Policy presented by Principal, Harris Marmor
  9. November 7, 2011, Dealing with Absenteeism, Parent Meeting, Rm 332
  10. November 15, Healthy Cooking for Parents 9:00 am – 11:00 pm
  11. November 21, Healthy Cooking for Parents 9:00 am – 11:00 pm
  12. November 29, Healthy Cooking for Parents was rescheduled for December 1, 2011
  13. December 3, English & Computer Classes for Parents, Saturdays 9:00 am – 12:00 pm
  14. December 5, 3<sup>rd</sup> SLT & PA Meeting guest speaker Mr. Guillermo Rivera from City College of New York
  15. December 5, Meeting for Parents of Seniors – 5:00 PM
  16. December 8, Aris Parent Link Workshop for Parents- 6:00 p.m. – 6:00 p.m. Room 328
  17. December 10, Citizenship Workshop (Saturday 10:00 a.m. – 12:00 p.m.)
  18. January 9, 2012, 4<sup>th</sup> SLT & PA Meeting
  19. January 9, 2012, Family Literacy Evening
  20. January 23, 2012 Meeting Gang Awareness presentation 6:00 p.m. – 8:00 p.m. Room 328
  21. February 6, 2012 5<sup>th</sup> SLT & PA Meeting
  22. March 5, 2012 6<sup>th</sup> SLT & PA Meeting
  23. March 5, 2012, Meeting for Parents of Seniors – 5:00 PM
  24. March 12, 2012, Dealing with Absenteeism, Parent Meeting – 5:00 p.m. Room 328
  25. March 29, 2012, Parent/ Teacher Conference 5:00 p.m. – 8:30 pm.
  26. March 30, 2012, Parent/Teacher Conference 1:00 p.m. – 3:00 p.m.
  27. April 2, 2012, 7<sup>th</sup> SLT & PA Meeting Upcoming PA/SLT Election
  28. May 3, 2012, Distribution of Nomination Letters for PA/SLT Positions
  29. May 21, 2012, 8<sup>th</sup> SLT/PA Meeting
  30. May 21, 2012, Family Math Night
  31. June 4, 2012, 9<sup>th</sup> SLT/PA Meeting Elections held for New PA/SLT Board Members

- 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 06M468    **School Name:** High School for Health Careers & Sciences

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**     Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
               Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)             External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)             Not Required for 2011-2012

---

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The 2010-2011 School Progress Report was examined and it was evident that this is an area for improvement, since the school scored 22.9 out of 60 in the category of annual progress the students made toward meeting the state's graduation requirements. It was noted that on the NYSED School Accountability Report for 2010 – 2011, **the school's graduation rate was 65% and the school did not meet the state standard of an 80% graduation rate.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Identify and group cohort N students by "on target", missing credit(s) or missing Regent (s).
  - Implement Senior Mentoring Program: assign one staff member per ten students to monitor the progress of the group on a consistent basis.
  - Staff members will receive PD in individualized student goal-setting to establish targets for improvement.
  - Ensure that students who need AIS to pass Regents are programmed for the services (Tutoring Program).
  - Implement a Credit Recovery Program, utilizing the Aventa online program and other methodologies.
  - Administer ongoing practice Regents exams to students who need to pass Regents for graduation.
  - Program Regents Prep classes for students during the school day.
  - Establish a Peer Tutoring Program.
  - APs will examine teacher-made exams on an ongoing basis to ensure they mirror NYSED Regents examinations and reflect the common core standards.
  - Ensure teachers receive ongoing professional development on differentiated instruction with special attention devoted to the ELL and special education population.
  - Communicate with parents/guardians of students at least one time per marking period who are in danger of not meeting graduation requirements.

---

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Ten percent of Title I funds is being utilized to hire an in-house F-status staff developer. She provides PD for the entire staff monthly on alternating Wednesdays during their professional periods. She addresses the identified needs of the staff such as lesson planning, aligning the curriculum with the common core standards and individualized student goal-setting. Using the Marshall rubric, she also does short teacher observations and provides immediate feedback. Professional development funds are also used to provide for after-school departmental meetings for teachers who will be developing curriculum including specific unit plans and projects which meet the common core standards. PD will be done on best practices in presenting and evaluating the curricula.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The in-house staff developer will plan collaboratively with selected teachers, observe their lessons and provide immediate feedback each week. Intervisitations will be arranged based on the needs of the selected mentees.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

All communications regarding the school's identification for school improvement will be mailed out to the student body and their families as well as being distributed to each student to take home. These letters will be translated into two main languages, Spanish and English. The parent coordinator will do outreach to students who speak other home languages to ensure that there are no further translation services needed for the SINI letter other than English. If another translation is needed, appropriate arrangements will be made with parent volunteers and/or the DOE translation unit. The principal will explain the SINI identification and the school improvement plan at school leadership team meetings and parent association meetings.

**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 <b>Nancy Scala</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>468</b>
School Name <b>HS for Health Careers &amp; Sciences</b>			

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

Principal <b>Harris Marmor</b>	Assistant Principal <b>Ellen Campeas</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Zincheng Zang/ESL</b>	Guidance Counselor <b>Elizabeth Arrendell</b>
Teacher/Subject Area <b>Barbara Gortych/ESL</b>	Parent <b>Mary Tejada</b>
Teacher/Subject Area <b>Ramon Estevez/ESL</b>	Parent Coordinator <b>Elsa Roman</b>
Related Service Provider <b>Carmen Sanchez</b>	Other <b>Jose Soriano/Social Studies</b>
Network Leader <b>Nancy Scala</b>	Other <b>Lisette Parra/Foreign Language</b>

### 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	<b>4</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>668</b>	Total Number of ELLs	<b>210</b>	ELLs as share of total student population (%)	<b>31.44%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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. 

#### START II: ELL Identification Process

1. The HS for Health Careers and Sciences follows the following procedure for the initial identification of possible ELLs:

a)

- After the parent registers the student, they complete the Home Language Identification Survey (HLIS).
- In addition, an informal oral interview is also given to the parent. Mr. Zhicheng Zang, the ESL coordinator and/or a bilingual guidance counselor is the person responsible for the oral interview. The HLIS and the LAB-R, if necessary, are administered by the ESL coordinator. The parent coordinator, Elsa Roman, assists Mr. Zang in the interview process as interpreter and liaison. Mr. Zang is a licensed ESL teacher with eighteen (18) years experience.
- If the HLIS and information from the informal interview indicate that a language other than English is used in the home, students are administered the LAB-R (Language Assessment Battery) within ten (10) days of school registration.
- According to the scores on the LAB-R a student is either eligible or ineligible for ESL services.
- Once a student is determined eligible for ESL services, parents are notified in writing via the Parent Entitlement Letter and are invited to attend a parent orientation session. The parent coordinator sends these letters out to the parents.

b)

- Students are evaluated annually using the NYSESLAT exam, and their scores determine their continuation as ELL students.
- The entire ESL department works together with the Assistant Principal of Supervision for ESL and the ESL coordinator to administer the NYSESLAT.
- A calendar is created by the entire ESL team (AP, ESL coordinator and three ESL teachers) to determine when to administer each component of the NYSESLAT within the given window.
- The ESL coordinator works with the team in the preparation, administration and shipment of the NYSESLAT.

c)

The ATS RLAT Report is used to identify students eligible to take the NYSESLAT.

ESL class lists from HSST are used for the ELS coordinator to schedule the NYSESLAT.

Other ATS eligibility reports which are used are the RMSR, REXH, RLER and the RNMR.

2. It is important that parents understand the program choices that are available for their students. The following has been implemented:

- A parent orientation takes place within ten (10) days of the student's registration into school. The orientation is administered by the school's parent coordinator and a bilingual pedagogue. Orientations are ongoing throughout the school year.
- Each orientation includes a video presentation which informs the parent/guardian of the three (3) ESL program choices being offered in the NYC school system. Ample time is provided for a question and answer session. Materials are provided in the parent's native

language.

- If a parent/guardian selects a particular program which is not presently being offered at the school, we inform them that they have two choices: they can either wait until we have twenty students for the same program in two contiguous levels or they will have the option of having their child attend a school which is currently offering the program of their choice. It is our responsibility to inform the parents once we have enough students to open up a particular program.
- Once the parent/guardian has gone through the entire orientation process, they are given a Parent Assurance Survey and Program Selection form. Forms are returned to us by either the student or the parent.
- At the High School for Health Careers and Sciences, parents have the choice of two separate ESL programs: Transitional Bilingual Education (TBE) and Freestanding Monolingual ESL.
- Students are placed in the program that their parent selected. If a parent should neglect to choose a program for their child, she/he is automatically placed in the TBE program by default.
- After placement, the parent receives a Placement Letter via mail.

3.

- Our parent coordinator sends Entitlement Letters to parents of ESL students.
- As stated above, parents are given both a Parent Assurance Survey and a Program Selection form at the parent orientation session. Both parents and students return the Program Selection forms, we have one hundred percent (100%) retrieval of Parent Selection forms.

4.

- As stated above, a child is placed according to parent preference. We inform parents that they can either wait until we have twenty (20) students who are waiting for the same program (in two contiguous grades) or opt for a school which provides the program of their choice. An Excel file record of all parent choice letters is created and copies of the letters are on file. We monitor this information in the event that class must be created. This data is also used for the BESIS report. A continuation of services letter is sent to parents annually. In the event the parent wants to change their child's program, they must make an appointment with the school administration and the ESL coordinator.
- All consultation/communication is done in the parent's native language.

5.

- After reviewing the Parent Survey and Parent Selection form for the past few years, the trend in program choices that the parents have selected appears to be TBE over Free Standing Monolingual ESL. In school year 2009 - 2010, 114 parents chose TBE and 84 selected Free Standing Monolingual ESL. In school year 2010 - 2011, 131 parents chose TBE and 106 parents selected Free Standing Monolingual ESL. For the year 2011-2012, only 32 parents opted for Free Standing Monolingual ESL. The trend is definitely towards TBE.

6.

The school has worked diligently to fulfill all parent requests for program models. As feedback is received, programs are adjusted accordingly

## Part III: ELL Demographics

### 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❄	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No❄	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										10	8	5	1	24
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										1	1	0	1	3
<b>Total</b>	0	0	0	0	0	0	0	0	0	11	9	5	2	27

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	210	Newcomers (ELLs receiving service 0-3 years)	87	Special Education	27
SIFE	58	ELLs receiving service 4-6 years	73	Long-Term (completed 6 years)	50

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	71	23	3	34	17	4	10	7	0	115
Dual Language										0
ESL	16	4	2	39	9	6	40	2	12	95
<b>Total</b>	<b>87</b>	<b>27</b>	<b>5</b>	<b>73</b>	<b>26</b>	<b>10</b>	<b>50</b>	<b>9</b>	<b>12</b>	<b>210</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										33	40	25	10	108
Chinese														0
Russian														0
Bengali														0

**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
Urdu														0
Arabic										3	1			4
Haitian											1			1
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>36</b>	<b>44</b>	<b>25</b>	<b>10</b>	<b>115</b>								

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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										35	25	8	20	88
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										3	1			4
Haitian											1			1
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													0	0
<b>TOTAL</b>	<b>0</b>	<b>38</b>	<b>29</b>	<b>8</b>	<b>20</b>	<b>95</b>								

## 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.
  - 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?

## A. Programming and Scheduling Information

### A. Programming and Scheduling Information

1. Instruction is delivered by certified ESL and bilingual teachers.

- a) The organizational model used in our ESL program is self-contained for all ESL classes except those ESL classes with ELL students who have an IEP. In ESL classes, for students who have an IEP, we use a CTT model.
- b) The ESL classes are un-graded. Proficiency levels are used for programming.

2. Students' ESL instructional minutes are determined by their proficiency levels on the NYSESLAT exam. Students are placed in one of the following proficiency levels: BEGINNER, INTERMEDIATE, ADVANCED.

a) Specific ESL, ELA, and NLA Minutes are as follows:

- Students who are in the Free Standing Monolingual ESL program receive:
  - 540 minutes/week of ESL when they are BEGINNERS.
  - 360 minutes/week of ESL when they are INTERMEDIATE.
  - 180 Instructional minutes/week of ESL when they are ADVANCED.
- In addition to the 180 ESL instructional minutes they receive per week, ADVANCED ESL students also receive 180 minutes of ELA/week.
- Students who are in the TBE ESL Program receive:
  - 540 minutes of ESL instruction per week when they are BEGINNERS.
  - 360 minutes of ESL instruction per week when they are INTERMEDIATE.
  - 180 minutes per week of ESL instruction when they are ADVANCED.
- In addition to the ESL instructional minutes that they are receiving in the TBE ESL Program, students receive NLA (Native Language Arts).
  - BEGINNERS in the TBE program receive 60-90 instructional minutes of NLA daily.
  - INTERMEDIATES in the TBE program receive 45-60 minutes of NLA instruction daily.
  - ADVANCED students in the TBE program receive 45 minutes of NLA daily.

b) How explicit ESL, ELA, and NLA instructional minutes are delivered in freestanding ESL & TBE:

In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided.

Students in the TBE program continue learning content in their native language while developing English proficiency. The curriculum will be near grade level in the native language classes. The native language usage in the content area classes will decrease as students' English proficiency increases.

3. The delivery of content areas depends on whether a student is in the Free Standing Monolingual program or the TBE ESL program.

- ELLs who are in the Free Standing Monolingual program receive all of their content area classes in their target language (English).
- ELLs who are in the TBE ESL program receive their content area classes in their Native language with planned changes and adjustments throughout the year. Our bilingual content area teachers are using a structured model in their classrooms:
  - For the first two months of the school year (September and October), our content area TBE teachers use 100 % Native Language instruction with English vocabulary in the form of bilingual word walls and bulletin boards.
  - TBE instruction in November and December is determined by student performance during the first two months. If students did well, these next two months include Structured Code-Switching of vocabulary words only.
  - In January and February, the TBE content area teacher begins the lesson in English with a summarization of the lesson in the native language.
  - During March and April, all strategies used during the first 6 months remain, with the addition of the teacher summarizing the lesson in English. The teacher also paraphrases the students' responses in English.
  - May and June continue the same strategies from the previous months. In addition, content teachers have students produce some of their work in the target language.



## **A Programming and Scheduling Information**

## **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. Content area TBE teachers have been provided professional development in implementing ESL strategies into their courses and this PD is ongoing. For ELA, interventions include Achieve3000, Just Words, and small group reading instruction taught by a licensed reading specialist using age-appropriate materials. For mathematics, Destination Math and tutoring in the students' native language is provided. Teachers continue to use differentiation to meet individual students' needs in all content area classes.

9. Our school has one transitional ELA class for ELLs who have reached proficiency on the NYSESLAT. Many of these students, who are now technically Former ELLs, have not yet passed the English Regents. We use the majority of time in our transitional ELA class to help our students reach proficiency (65+) on the ELA Regents. The majority of former ELLs who are in our transition classes do pass the ELA Regents. We provide testing modifications for our former ELLs for up to 2 years.

10. We will continue to use the Achieve3000 program this year.

11. At this time, there are no programs/services for ELLs that will be discontinued

12. ELLs are offered equal access to whatever programs the non-ELL students are offered. ELLs make up approximately 31% of the entire student body and are a very visible part of all activities. The Title III after-school tutoring and Saturday school is available to all ELLs. Bilingual, ESL, and content teachers are present for these tutoring sessions and service any and all students that attend. Announcements for student government, clubs, committees, and all other meetings are given in English and Spanish, and print material is posted in multiple languages on bulletin boards and in offices and hallways. All after school clubs (i.e. chess/games, drama, tennis, etc.) are offered to both ELLs and non-ELLs.

13. All ELL subgroups (SIFE, Newcomers, 4-6 YOS, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a large number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and UpFront Magazine with our ELL students. These materials are used with all ELL subgroups in content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use their Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.

14. Native Language support is used in both of the programs that the school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ESL classes (TBE and ESL). Bilingual teachers who are Spanish speakers will use a minimum amount of Spanish in their classrooms - this is used only as a Native Language support.

15. All materials used for ELL students are high school level and aligned with the NYS high school curriculum standards.

16. Every summer, the school provides a three week Bridge Program for newly enrolled freshman ELLs. The program is taught by a licensed ESL teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program is usually theme-based by week with culminating trips that are connected to themes. Students leave this program with many of the tools needed to start high school.

## 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. Content area TBE teachers have been provided professional development in implementing ESL strategies into their courses and this PD is ongoing. For ELA, interventions include Achieve3000, Just Words, and small group reading instruction taught by a licensed reading specialist using age-appropriate materials. For mathematics, Destination Math and tutoring in the students' native language is provided. Teachers continue to use differentiation to meet individual students' needs in all content area classes.

9. Our school has one transitional ELA class for ELLs who have reached proficiency on the NYSESLAT. Many of these students, who are now technically Former ELLs, have not yet passed the English Regents. We use the majority of time in our transitional ELA class to help our students reach proficiency (65+) on the ELA Regents. The majority of former ELLs who are in our transition classes do pass the ELA Regents. We provide testing modifications for our former ELLs for up to 2 years.

10. We will continue to use the Achieve3000 program this year.

11. At this time, there are no programs/services for ELLs that will be discontinued

12. ELLs are offered equal access to whatever programs the non-ELL students are offered. ELLs make up approximately 31% of the entire student body and are a very visible part of all activities. The Title III after-school tutoring and Saturday school is available to all ELLs. Bilingual, ESL, and content teachers are present for these tutoring sessions and service any and all students that attend. Announcements for student government, clubs, committees, and all other meetings are given in English and Spanish, and print material is posted in multiple languages on bulletin boards and in offices and hallways. All after school clubs (i.e. chess/games, drama, tennis, etc.) are offered to both ELLs and non-ELLs.

13. All ELL subgroups (SIFE, Newcomers, 4-6 YOS, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a large number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and UpFront Magazine with our ELL students. These materials are used with all ELL subgroups in content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use their Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.

14. Native Language support is used in both of the programs that the school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ESL classes (TBE and ESL). Bilingual teachers who are Spanish speakers will use a minimum amount of Spanish in their classrooms - this is used only as a Native Language support.

15. All materials used for ELL students are high school level and aligned with the NYS high school curriculum standards.

16. Every summer, the school provides a three week Bridge Program for newly enrolled freshman ELLs. The program is taught by a licensed ESL teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program is usually theme-based by week with culminating trips that are connected to themes. Students leave this program with many of the tools needed to start high school.

**Courses Taught in Languages Other than English** 

**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)?

N/A

Math:	5 Spanish			
-------	-----------	--	--	--

**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. All ESL personnel have been trained in Q-Tel, part 1. Ongoing Q-Tel workshops are available for ESL instructional support. The Achieve3000 program comes with several professional development days. Our teachers have attended six professional development days since the beginning of the program. At these workshops, the teachers have learned to analyze student data from Achieve3000 and utilize it to better serve the needs of their students. They are also given strategies for enhancing the Achieve3000 program. Incentives are a large part of the program; therefore, students are motivated to progress. The scheduled Achieve3000 PD dates are 11/4 and 2/15. There are also two scheduled RIGOR PDs, dates TBA.

2. The ESL staff members have all of the JHS data relating to the incoming ninth grade students, including information regarding the NYSESLAT modalities and length of service for each student. They are also attuned to student levels, so that program changes can be made if necessary.

3. Faculty meetings and department meetings occur two times per month from October to May. Two meetings per year (1.5 hrs) are devoted to imparting information regarding ELL students and the ESL department. Also, during the three PD days which occur in November, January and June, two hours are allotted for ELL purposes. This meets the required 7.5 hours ( as per Jose P.) of professional development on ELLs. For each meeting, agendas are created and teachers sign in that they have attended these PDs. All records are kept in office of the AP Supervision for ESL.

**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. All parents are encouraged to be involved in our school activities: both parents of ELLs and non-ELLs. The parent coordinator, Ms. Elsa Roman, is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently implementing a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in English language and basic computer skills. Parents are always invited and encouraged to accompany their child's classes on trips. More parent workshops are being planned for the spring semester. All correspondence with parents is translated into Spanish. Parent workshops and meetings with parents always have a Spanish translator present. If a language is needed other than Spanish, parent translators are used in addition to the services of the DOE Translation Unit.

2. At the current time, the High School for Health Careers and Sciences is not affiliated with any CBOs.

3. Our parent coordinator will be using the day and evening of Parent/Teacher Conferences to distribute a parent needs assessment

## 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. All parents are encouraged to be involved in our school activities: both parents of ELLs and non-ELLs. The parent coordinator, Ms. Elsa Roman, is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently implementing a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in English language and basic computer skills. Parents are always invited and encouraged to accompany their child's classes on trips. More parent workshops are being planned for the spring semester. All correspondence with parents is translated into Spanish. Parent workshops and meetings with parents always have a Spanish translator present. If a language is needed other than Spanish, parent translators are used in addition to the services of the DOE Translation Unit.

2. At the current time, the High School for Health Careers and Sciences is not affiliated with any CBOs.

3. Our parent coordinator will be using the day and evening of Parent/Teacher Conferences to distribute a parent needs assessment questionnaire in addition to mailing them home. This needs assessment will include questions regarding subject-specific workshops and the interest in English language and computer classes for parents. The parent coordinator will explain DOE services offered for parents and will demonstrate how to navigate the DOE website. All materials will be translated into Spanish and other languages when needed. The responses from the needs assessment questionnaire will result in the creation of relevant parent workshops, classes and trips.

4. As written above, the Needs Assessment Questionnaire informs us as to what parents want in terms of informational classes, activities and trips.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### 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%	
Native Language Usage/Support	Dual Language
100%	

## 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. Content area TBE teachers have been provided professional development in implementing ESL strategies into their courses and this PD is ongoing. For ELA, interventions include Achieve3000, Just Words, and small group reading instruction taught by a licensed reading specialist using age-appropriate materials. For mathematics, Destination Math and tutoring in the students' native language is provided. Teachers continue to use differentiation to meet individual students' needs in all content area classes.

9. Our school has one transitional ELA class for ELLs who have reached proficiency on the NYSESLAT. Many of these students, who are now technically Former ELLs, have not yet passed the English Regents. We use the majority of time in our transitional ELA class to help our students reach proficiency (65+) on the ELA Regents. The majority of former ELLs who are in our transition classes do pass the ELA Regents. We provide testing modifications for our former ELLs for up to 2 years.

10. We will continue to use the Achieve3000 program this year.

11. At this time, there are no programs/services for ELLs that will be discontinued

12. ELLs are offered equal access to whatever programs the non-ELL students are offered. ELLs make up approximately 31% of the entire student body and are a very visible part of all activities. The Title III after-school tutoring and Saturday school is available to all ELLs. Bilingual, ESL, and content teachers are present for these tutoring sessions and service any and all students that attend. Announcements for student government, clubs, committees, and all other meetings are given in English and Spanish, and print material is posted in multiple languages on bulletin boards and in offices and hallways. All after school clubs (i.e. chess/games, drama, tennis, etc.) are offered to both ELLs and non-ELLs.

13. All ELL subgroups (SIFE, Newcomers, 4-6 YOS, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a large number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and UpFront Magazine with our ELL students. These materials are used with all ELL subgroups in content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use their Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.

14. Native Language support is used in both of the programs that the school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ESL classes (TBE and ESL). Bilingual teachers who are Spanish speakers will use a minimum amount of Spanish in their classrooms - this is used only as a Native Language support.

15. All materials used for ELL students are high school level and aligned with the NYS high school curriculum standards.

16. Every summer, the school provides a three week Bridge Program for newly enrolled freshman ELLs. The program is taught by a licensed ESL teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program

## 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. Content area TBE teachers have been provided professional development in implementing ESL strategies into their courses and this PD is ongoing. For ELA, interventions include Achieve3000, Just Words, and small group reading instruction taught by a licensed reading specialist using age-appropriate materials. For mathematics, Destination Math and tutoring in the students' native language is provided. Teachers continue to use differentiation to meet individual students' needs in all content area classes.

9. Our school has one transitional ELA class for ELLs who have reached proficiency on the NYSESLAT. Many of these students, who are now technically Former ELLs, have not yet passed the English Regents. We use the majority of time in our transitional ELA class to help our students reach proficiency (65+) on the ELA Regents. The majority of former ELLs who are in our transition classes do pass the ELA Regents. We provide testing modifications for our former ELLs for up to 2 years.

10. We will continue to use the Achieve3000 program this year.

11. At this time, there are no programs/services for ELLs that will be discontinued

12. ELLs are offered equal access to whatever programs the non-ELL students are offered. ELLs make up approximately 31% of the entire student body and are a very visible part of all activities. The Title III after-school tutoring and Saturday school is available to all ELLs. Bilingual, ESL, and content teachers are present for these tutoring sessions and service any and all students that attend. Announcements for student government, clubs, committees, and all other meetings are given in English and Spanish, and print material is posted in multiple languages on bulletin boards and in offices and hallways. All after school clubs (i.e. chess/games, drama, tennis, etc.) are offered to both ELLs and non-ELLs.

13. All ELL subgroups (SIFE, Newcomers, 4-6 YOS, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a large number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and UpFront Magazine with our ELL students. These materials are used with all ELL subgroups in content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use their Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.

14. Native Language support is used in both of the programs that the school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ESL classes (TBE and ESL). Bilingual teachers who are Spanish speakers will use a minimum amount of Spanish in their classrooms - this is used only as a Native Language support.

15. All materials used for ELL students are high school level and aligned with the NYS high school curriculum standards.

16. Every summer, the school provides a three week Bridge Program for newly enrolled freshman ELLs. The program is taught by a licensed ESL teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program is usually theme-based by week with culminating trips that are connected to themes. Students leave this program with many of the tools needed to start high school.

## 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. Content area TBE teachers have been provided professional development in implementing ESL strategies into their courses and this PD is ongoing. For ELA, interventions include Achieve3000, Just Words, and small group reading instruction taught by a licensed reading specialist using age-appropriate materials. For mathematics, Destination Math and tutoring in the students' native language is provided. Teachers continue to use differentiation to meet individual students' needs in all content area classes.

9. Our school has one transitional ELA class for ELLs who have reached proficiency on the NYSESLAT. Many of these students, who are now technically Former ELLs, have not yet passed the English Regents. We use the majority of time in our transitional ELA class to help our students reach proficiency (65+) on the ELA Regents. The majority of former ELLs who are in our transition classes do pass the ELA Regents. We provide testing modifications for our former ELLs for up to 2 years.

10. We will continue to use the Achieve3000 program this year.

11. At this time, there are no programs/services for ELLs that will be discontinued

12. ELLs are offered equal access to whatever programs the non-ELL students are offered. ELLs make up approximately 31% of the entire student body and are a very visible part of all activities. The Title III after-school tutoring and Saturday school is available to all ELLs. Bilingual, ESL, and content teachers are present for these tutoring sessions and service any and all students that attend. Announcements for student government, clubs, committees, and all other meetings are given in English and Spanish, and print material is posted in multiple languages on bulletin boards and in offices and hallways. All after school clubs (i.e. chess/games, drama, tennis, etc.) are offered to both ELLs and non-ELLs.

13. All ELL subgroups (SIFE, Newcomers, 4-6 YOS, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a large number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and UpFront Magazine with our ELL students. These materials are used with all ELL subgroups in content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use their Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.

14. Native Language support is used in both of the programs that the school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ESL classes (TBE and ESL). Bilingual teachers who are Spanish speakers will use a minimum amount of Spanish in their classrooms - this is used only as a Native Language support.

15. All materials used for ELL students are high school level and aligned with the NYS high school curriculum standards.

16. Every summer, the school provides a three week Bridge Program for newly enrolled freshman ELLs. The program is taught by a licensed ESL teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program is usually theme-based by week with culminating trips that are connected to themes. Students leave this program with many of the tools needed to start high school.

### 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)?

N/A

### 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. All ESL personnel have been trained in Q-Tel, part 1. Ongoing Q-Tel workshops are available for ESL instructional support. The Achieve3000 program comes with several professional development days. Our teachers have attended six professional development days since the beginning of the program. At these workshops, the teachers have learned to analyze student data from Achieve3000 and utilize it to better serve the needs of their students. They are also given strategies for enhancing the Achieve3000 program. Incentives are a large part of the program; therefore, students are motivated to progress. The scheduled Achieve3000 PD dates are 11/4 and 2/15. There are also two scheduled RIGOR PDs, dates TBA.

2. The ESL staff members have all of the JHS data relating to the incoming ninth grade students, including information regarding the NYSESLAT modalities and length of service for each student. They are also attuned to student levels, so that program changes can be made if necessary.

3. Faculty meetings and department meetings occur two times per month from October to May. Two meetings per year (1.5 hrs) are devoted to imparting information regarding ELL students and the ESL department. Also, during the three PD days which occur in November, January and June, two hours are allotted for ELL purposes. This meets the required 7.5 hours ( as per Jose P.) of professional development on ELLs. For each meeting, agendas are created and teachers sign in that they have attended these PDs. All records are kept in office of the AP Supervision for ESL.

### 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. All parents are encouraged to be involved in our school activities: both parents of ELLs and non-ELLs. The parent coordinator, Ms. Elsa Roman, is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently implementing a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in English language and basic computer skills. Parents are always invited and encouraged to accompany their child's classes on trips. More parent workshops are being planned for the spring semester. All correspondence with parents is translated into Spanish. Parent workshops and meetings with parents always have a Spanish translator present. If a language is needed other than Spanish, parent translators are used in addition to the services of the DOE Translation Unit.

2. At the current time, the High School for Health Careers and Sciences is not affiliated with any CBOs.

3. Our parent coordinator will be using the day and evening of Parent/Teacher Conferences to distribute a parent needs assessment

## 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. All parents are encouraged to be involved in our school activities: both parents of ELLs and non-ELLs. The parent coordinator, Ms. Elsa Roman, is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently implementing a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in English language and basic computer skills. Parents are always invited and encouraged to accompany their child's classes on trips. More parent workshops are being planned for the spring semester. All correspondence with parents is translated into Spanish. Parent workshops and meetings with parents always have a Spanish translator present. If a language is needed other than Spanish, parent translators are used in addition to the services of the DOE Translation Unit.
2. At the current time, the High School for Health Careers and Sciences is not affiliated with any CBOs.
3. Our parent coordinator will be using the day and evening of Parent/Teacher Conferences to distribute a parent needs assessment questionnaire in addition to mailing them home. This needs assessment will include questions regarding subject-specific workshops and the interest in English language and computer classes for parents. The parent coordinator will explain DOE services offered for parents and will demonstrate how to navigate the DOE website. All materials will be translated into Spanish and other languages when needed. The responses from the needs assessment questionnaire will result in the creation of relevant parent workshops, classes and trips.
4. As written above, the Needs Assessment Questionnaire informs us as to what parents want in terms of informational classes, activities and trips.

## 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)										21	14	10	1	46
Intermediate(I)										34	35	17	16	102
Advanced (A)										14	28	8	12	62
Total	0	0	0	0	0	0	0	0	0	69	77	35	29	210

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>										6	4	4	1

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I										16	13	6	3
	A										25	14	10	10
	P										22	46	14	15
READING/ WRITING	B										16	19	12	9
	I										38	34	21	18
	A										14	17	2	2
	P										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	18	18	2	0	38
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	9		28		13				50
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	54	0	14	0
Integrated Algebra	122	43	31	3
Geometry	23	0	1	0
Algebra 2/Trigonometry	6	0	1	0
Math				
Biology				
Chemistry				
Earth Science	66	24	6	0
Living Environment	33	8	9	3
Physics				
Global History and Geography	57	23	25	9
US History and Government	76	39	12	4
Foreign Language	30	0	29	0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The only exams that is used in high school is the LAB-R and the Spanish Lab. Early literacy skills would apply to elementary school.

2. When analyzing the data patterns on the NYSESLAT, it is noted that the majority of students show growth from year to year. Many

## 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.

\*\*\*As far as the Native Language Test is concerned:

Native Language speakers take this test annually each spring, however the results of this test are not reported back to the school.

## Part VI: LAP Assurances

**School Name:** HS for Health Careers & Career

**School DBN:** M468

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harris Marmor	Principal		
Ellen Campeas	Assistant Principal		
Elsa Roman	Parent Coordinator		
Zhicheng Zang	ESL Teacher		
Mary Tejada	Parent		
Barbara Gortych	Teacher/Subject Area		
Ramon Estevez	Teacher/Subject Area		
	Coach		
	Coach		
Elizabeth Arrendell	Guidance Counselor		
Nancy Scala	Network Leader		
Jose Soriano	Other <u>Social Studies</u>		
Lissette Parra	Other <u>Spanish</u>		
Carmen Sanchez	Other <u>Related Services</u>		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** M468      **School Name:** HS for Health Careers

**Cluster:** 1      **Network:** CFN107

**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.

At the beginning of each school year we conduct a student home language survey. Our current population is approximately 660 students. Over 90% speak Spanish at home. Of that 90%, the majority of the Spanish speaking parents need translation services. This year, we also have students who speak Arabic, French, and Haitian Creole.

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.

Based on the above findings, all communications that go out to the student body and their families must be translated into two main languages, Spanish and English. However, the parent coordinator makes outreach to students who speak other home languages to ensure that there are no further translation services needed other than English. If another translation is needed, appropriate arrangements are made with parent volunteers and/or the DOE translation unit. In addition, the parents coordinator downloads all generic Department of Education forms and letters in the appropriate language and mails them separately home to parents who need languages other than English and Spanish. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings.

## 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.

All communications that go out to our student body and their families are translated into Spanish. It is simply automatic that Spanish translations go out in all school mailings, whether the communications are invitations to events, notices of general parent association meetings, notices of open school days and evenings, or individual notifications regarding students. At least 50% of the staff members are literate in Spanish and assist with the Spanish translations for these materials. One teacher of Spanish has been appointed as the official school translator of Spanish. In addition, translation services are provided by parent volunteers and/or the DOE translation unit if other languages are needed. Also, the written DOE forms and letters translated into most languages from the website are downloaded and used.

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 translation/interpretation services are required primarily for individual parent conferences, meetings and assemblies and for the School Messenger services. We are fortunate to be able to depend on in-house translators/interpreters, since many of the teachers, guidance counselors, and aides speak both English and Spanish. For the students who speak other languages, the services of parent volunteers or the translation unit at the DOE will be utilized.

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>.

A written copy of the "The Parent Bill of Rights" is provided at the SLT and Parent Association meetings. Everything described above fulfills Section VII of Chancellor's Regulation A-663 for parental notification.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: HS for Health Careers	DBN: M468
Cluster Leader: Rello Anselmi	Network Leader: Nancy Scala
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 123 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

This program will target our ELL subgroup of students with 4-6 years of instruction service. Currently, there are 73 students who fall under this category. Our goal is to prevent these students from becoming Long Term ELLs. The ESL instruction, which students receive during the course of the school day, needs to be supplemented with an after-school and Saturday program. The instruction for students with 4 - 6 years of service will be held after-school, three days per week, Tuesday, Wednesday and Thursday. The instructor will be given the disaggregated NYSESLAT scores for each student. The goal will be to focus on the area of deficit by giving NYSESLAT prep, practice and support. In addition, some of these students will be preparing to take the English Regents examination. Those students will attend an English Regents preparation class on Saturdays.

Teachers will be given the NYSESLAT and the modality report which will address each student's proficiency level and will drive the instruction needed for mastery. The classes will be divided up into smaller homogenous groups for intensive practice. If the area of deficiency is Reading & Writing, instructors will work with students using journals, response to literature prompts, short story analysis, NYS Regents essay practice and the Achieve3000 software program. For Listening & Speaking, students will practice taking notes from teacher-read material. All ESL instruction, during the week and on Saturdays will be taught by two licensed ESL teachers.

In addition to the intensive ESL instruction, we will also be offering Regents preparation in the subject areas of mathematics, social studies and science for the ELL subgroup of students with 4 – 6 years of instruction service. These students will take Regents exams in January & June and need intensive preparation for the Algebra, Earth Science, Living Environment and Global & US History Regents exams. This ELL Regents preparation program will be taught by a licensed bilingual Social Studies teacher, a licensed bilingual mathematics teacher and Earth Science & Living Environment teachers who are bilingual. There is a co-teaching model in place to provide language development support to students during this Saturday Regents preparation program. A certified ESL teacher will co-teach with the bilingual Living Environment teacher from 9:00 - 10:30 and co-teach with the bilingual Earth Science teacher from 10:30 - 12:00.

This program will be offered after school for 1.5 hours on Tuesdays, Wednesdays and Thursdays (3:00 – 4:30 PM) and on Saturday mornings for 3 hours (9:00 AM – 12:00 PM) The dates and times of instruction for this program are as follows:

Twenty Saturdays: 12/3, 12/10, 12/17, 1/7, 1/14, 1/21, 2/4, 2/11, 3/3, 3/10, 3/17, 3/24, 3/31, 4/21, 4/28, 5/5, 5/12, 5/19, 6/2, and 6/9. The after school program will begin on Thursday, December 1st and

### Part B: Direct Instruction Supplemental Program Information

will be held on each Tuesday, Wednesday and Thursday until Tuesday, June 12th for a total of 67 after school sessions at 1.5 hours each.

In addition we will target our Long Term ELLs totaling 50 students. These are students with six plus years of ESL service. Often, these students appear proficient with fluent conversation. Unfortunately, these students have never been able to reach proficiency on the NYSESLAT exam. These students will participate in an intensive Achieve3000 initiative. This after-school program (Tuesdays, Wednesdays and Thursday) will be overseen by a licensed ESL teacher and extra periods using the Achieve3000 software will be scheduled in the computer lab during the school day. This program will target the specific areas which are preventing these Long Term ELLs from reaching proficiency.

### Part C: Professional Development

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

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

Begin description here:

The High School for Health Careers and Sciences has purchased the Achieve3000 software program which includes site licenses for up to 100 students, 5 teacher licenses and 100 parent licenses. Built into this Achieve3000 program is three days of professional development for staff members provided by Jay Klausner, an Achieve3000 consultant. The Achieve3000 ELL Success software program is a differentiated instruction solution, which is a means to enable reading and writing proficiency for our Spanish-speaking ELL students. This program has an assessment tool which determines each student's level of comprehension for informational text. The program supports the development of English language skills by a variety of methods and has proven to be successful in raising the NYSESLAT scores for ELL students. Since Achieve3000 will be used with all of our ELL sub-populations in the Title III program (4 – 6 years, Long Term ELLs and the parents of ELLs), all six teachers participating in the Title III enrichment program will be required to attend the professional development sessions. In addition, the six teachers in the Title III program will participate in after school collaborative study groups in which they will be able to discuss student progress, best practices, and participate in curriculum mapping for ESL.

These study groups will meet two times per month during the teachers' professional periods to begin February 8th through June 6th. Topics supporting the Title III program discussed in the study groups are: Achieve3000, curriculum as it applies to ESL and strategies for ELL instruction. Articles from ASCD's Educational Leadership and the book which will be utilized are:

- "Creating a Timely Curriculum: A conversation with Heidi Hayes Jacobs" by Deborah Perkins

### Part C: Professional Development

Gough

- "Curriculum Mapping as Professional Development" by Michael Mills
- "Is Curriculum Mapping for ELA 'Good Enough' for ELLs?" by Robin Faith Elkins
- Book: Mapping the Big Picture: Curriculum and Assessment K-12 by Heidi Hayes Jacobs

### Part D: Parental Engagement Activities

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

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

Begin description here:

Part C: Community Engagement

An ESL class will be offered for parents on Saturdays in conjunction with the student classes. This parent ESL class will be taught by a certified ESL teacher. Rosetta Stone and Lexia software will be used along with other instructional methodologies for these adult classes.

Our bilingual Parent Coordinator assists the ESL teacher on Saturdays and provides Spanish and English translation during the course as needed. In addition, all communications that go out to our student body and their families are translated into Spanish, so therefore all flyers, messages from the automated School Messenger, and letters regarding this program are translated into Spanish. Our Parent Coordinator also has parent volunteers who provide translation into other languages such as Arabic and French Creole as needed.

We plan to provide ESL Saturday classes for parents through Title III funding and implement monthly workshops focusing on relevant and useful skills for parents. These classes have been successful in past years with an average of twelve parents in attendance each Saturday. We will conduct concentrated outreach to parents of the 4 - 6 year and long term ELL students to attend and take advantage of this program which will be integral in increasing student literacy through parental involvement. However, this class will be open to all parents.

In addition to increasing literacy for parents and students, continued training will occur on the ARIS

**Part D: Parental Engagement Activities**

Parent Link. This will be an opportunity for parents to become more involved in their children’s education and understand the information that the ARIS Parent Link provides. In addition to training parents on the ARIS Parent Link at workshops, the Parent Coordinator will provide parents with pertinent information on a one-to-one basis on Saturdays.

We will provide outreach to parents in the following ways:

- Most parent, guidance counselor, and student conferences will be held during the school day. In addition, after school, evening, and Saturday conferences will be held to serve working parents. These guidance conferences will focus on student academics, family literacy and support services, small group counseling, referrals to the on-site psychologist and social worker from the school-based NY Columbia Presbyterian Clinic. Future career and college opportunities will be explored. Parents will be encouraged to attend the Saturday ESL classes to become more proficient in reading, writing and speaking English. The parents will also be notified about the monthly Saturday skills workshops to be held on Saturday afternoons. In addition, a survey will be administered to determine the best time to offer ARIS Parent Link workshops.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		