



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** HIGH SCHOOL FOR MEDICAL SCIENCE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09 X 413

**PRINCIPAL:** WILLIAM QUINTANA **EMAIL:** WQUINTA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MR. DONALD CONYERS

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
William Quintana	*Principal or Designee	
Joseph Burgos	*UFT Chapter Leader or Designee	
Ramona Cueto	*PA/PTA President or Designated Co-President	
Romeo Rotgans	DC 37 Representative, if applicable	
Mike Bencosme	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N / A	CBO Representative, if applicable	
Carlos Pichardo	Member/ CSA	
Orlando Avila	Member/ Teachers / SLT Chair	
Erwin Serrano	Member/ parents	
Lynette Ortiz	Member/ Parents	
Aracelis Noriega	Member/ Parents	
Maria A. Rivera	Member/ Parents	
	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**

**Improve teacher effectiveness by clarifying expectations, while developing and monitoring a shared understanding of instructional excellence.**

#### **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**

- Tax Levy and SWP funds will be used to achieve this goal.

## 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**

**Develop Response to Intervention team, policy, and procedure that outlines a protocol for identifying and sorting students to ensure that interventions are matched strategically to student needs.**

#### **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**

- ARRA funding will be used to achieve this goal.

### 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**

**Increase attendance in extended-day school opportunities for Hispanic and Black males in the lowest third citywide.**

#### **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**

- Title I funds will be used to achieve this goal.

**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.

<p><b>Annual Goal #4</b></p> <p><b>Through strategic response to intervention and support services, teachers and deans will be able to minimize level 4 and 5 infractions.</b></p>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>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.</li></ul>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ol style="list-style-type: none"><li>strategies/activities that encompass the needs of identified student subgroups,</li><li>staff and other resources used to implement these strategies/activities,</li><li>steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,</li><li>timeline for implementation.</li></ol></li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>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.</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>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.</li></ul>
<p><b>Service and program coordination</b></p> <ul style="list-style-type: none"><li>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.</li></ul>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"><li>ARRA, Tax Levy, Title I and SWP funds will be used to achieve this goal.</li></ul>

## 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**

**Increase the number of 8<sup>th</sup> grade students who pass an accelerated course and the related Regents exam by June 2012.**

#### **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**

- ARRA, Tax Levy, Title I and SWP funds will be used to achieve this goal.

**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>10</b>								
<b>11</b>								
<b>12</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.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**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.

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**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:

- 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Deborah Maldonado/ Ben Waxman</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>413</b>
School Name <b>High School for Medical Science</b>			

### B. Language Allocation Policy Team Composition

Principal <b>William Quintana</b>	Assistant Principal <b>Carlos Pichardo</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Valerie Harmon -ESL Teacher</b>	Guidance Counselor <b>Joseph Burgos</b>
Teacher/Subject Area <b>Cesar Florez- Spanish Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Antonio Melendez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Ben Waxman</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>454</b>	Total Number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>5.51%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1- At HSMS the identification of English Language Learners is done in the following manner. HSMS is a screened school and first assesses the students academic, attendance and test performance to determine whether or not they meet the requirements for admission. Students who do meet admission criteria and are entering the public school system coming from another country are given a Home Language Survey which includes informal oral interview questions in English and when needed, in the native language if other than English. Trained administrative staff and the ESL teacher screen and administer the HLS, the ESL teacher then administers Lab-R to the potential ELL, within ten days of admission. The ESL teacher then sets up a meeting for those parents whose children have scored below proficiency on the Lab-R. Contact is made via mail or phone with the assistance of the parent coordinator to insure that parents are aware of this meeting and to inform them that while program placement is determined by parents' choice together with program availability. The NYSESLAT is then administered every Spring, and it measures student proficiency levels in reading, writing, speaking and listening. The RYOS and RLER are checked listing eligible students as well as X-coded students. The speaking portion of the exam is administered individually. All other sections of the NYSESLAT exam are administered in order (listening, reading and writing). The testing coordinator meets with the ESL teacher to schedule the students for testing by grade during the Spring administration period. All students with accommodations are set up for proper administration of exam. All results are then extracted from ATS during the summer to determine which students are beginners, intermediate or proficient. In the Fall Quest Star sends out the School Roster Report and the Individual Parent Reports which are sent out for parents to have a copy and understanding of their child's performance and results.

2- HSMS offers its ELL students a Free Standing ESL program as per our CEP students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL service periods by highly qualified and certified ESL teachers. If there are students identified as needing language services by a teacher, guidance counselor, or parent coordinator the students are referred to the school's ESL coordinator who will explain options available to the students and their families. In order to ensure that our parents have a full understanding of their child's program choice and their decision to remain at HSMS' in a Free Standing ESL Program, two orientation sessions are held. One in the Fall and the other in the Spring. As a screened program students entering our school have already been categorized in regards to ELL status. However, if a parent or a teacher expresses concerns over a particular child's language proficiency, ELL liaisons are outreached for testing/placement purposes. This process is encouraged within the first two weeks of entry to the school. For all OTC students and HLS is given to the parent, During the orientation the parents see a DVD on the choices presented in their HLS. Interpreters are made available as needed. Spanish speaking interpreters are available at all times within the school. Parents are informed of their legal right to transfer their child to a school with the program they want as long as there is available space. HSMS has not had the need to create a TBE at this time. Parents continue to choose the Free Standing ESL program in place at HSMS.

3- If a student is identified as being entitled to receive ELL services, the ESL coordinator along side the parent coordinator work together to ensure that entitlement letters are sent out and received by the child's parent/guardian in compliance with the CR-PART 154.

4- At orientation for parents the DVD in their native language is watched. Translators are requested through the DOE Translation Department for low incidence languages via telephone as needed. Spanish translators are available at the school. The parent coordinator assists in translations as well. At the present time HSMS has a Free Standing ESL Program. Once identification of ELL's occurs, student placement decisions are made through a holistic profile summarizing results of multiple assessments, such as tests, classroom

assessments, interviews and teacher observations. Once the parent/guardian is notified of the child's entitlement, orientations are arranged and held for parents to gain the necessary knowledge of programs available to their child within the school they are attending (whether it be FS-ESL, TBE, DL) materials are provided in the parents home language which will indicate the program the parent has chosen for their child. Parents are also informed of when students may exit from ELL programs and transition to monolingual English instruction. They are informed that their child must score at a certain level of proficiency in English on the NYSESLAT and then be allowed entry to monolingual instruction. They are also made aware that in becoming proficient in English their child can receive ESL support as needed for the length of up to two years. For annual testing of NYSESLAT all ELL students at HSMS are annually evaluated for proficiency with the NYS English as a Second Language Achievement Test (NYSESLAT) every May. Parents are notified in writing and students are scheduled for each of the four parts of the NYSESLAT (Rdg, Wrt, Spk, List) during the testing period. A proctoring grid and schedule is created by the testing coordinator allowing enough time for students to test in each of the four corresponding areas of the exam. Testing procedures are followed and guidelines adhered to during the testing administration period. When results are available, they are shared with ELL students and their families through mailing of the Individual Student Parent Reports(which is mailed out to student homes) and counselor review score reports through the School Roster Report. Teachers then meet with counselors and testing coordinator allowing enough time for students to test in each of the four corresponding parts. Testing procedures are followed and guidelines adhered to during test administration. When results are available, they are shared with ELL students and their families. Teachers meet to discuss testing results and plan for curriculum differentiation for ELL students.

5- HSMS offers ELL students a Free Standing ESL program as per our CEP, students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL periods by certified ESL teachers. Parents are aware of the fact that HSMS/guardian that they are entitled to choose a different program at another school as per NCLB. Parents choose to remain at HSMS based on the trends in program choice for this school. In reviewing the data gathered from the HLS for the past two years, parents have chosen the Free Standing ESL Program offered at HSMS. Due to the small amount of OTC students entering HSMS we have no need for a TBE at the present time.

6- Program models offered at HSMS are in alignment with parent requests by providing the students with the support and resources they need to become proficient in English allowing them to exit the ELL program into monolingual English classes. We continue to work at building a strong ELA curriculum as a foundation for English Language Arts Instruction and English as a Second Language. Instruction is continuously aligned for ELL's with ESL performance indicators and learning standards as well as grade level indicators in all content areas as well as ELA. We continue to emphasize the need for technology as it is incorporate into instruction in accordance with the Goals 2000 and NCLB. In order to ensure that these and other efforts to continue providing quality service to our students on-going training is arranged, periodic reviews of student data is continuously encouraged as we analyze achievement data to continue strengthening our differentiated instruction for ELL students.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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#### This school offers (check all that apply):

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

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	3	0	1	0	0	0	4
<b>Push-In</b>							6	2	0	2	7	3	1	21
<b>Total</b>	0	0	0	0	0	0	6	5	0	3	7	3	1	25

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11	1	1	6	0	3	8	0	0	25
<b>Total</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>25</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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

## 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							5	5	0	3	6	2	0	21
Chinese							0	0	0	0	0	0	0	0
Russian							0	0	0	0	0	0	0	0
Bengali							0	0	0	0	1	0	0	1
Urdu							0	0	0	0	0	0	0	0
Arabic							0	0	0	0	0	0	0	0
Haitian							0	0	0	0	0	0	0	0
French							1	0	0	0	0	0	1	2
Korean							0	0	0	0	0	0	0	0
Punjabi							0	0	0	0	0	0	0	0
Polish							0	0	0	0	0	0	0	0
Albanian							0	0	0	0	0	0	0	0
Other							0	0	0	0	0	1	0	1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>1</b>	<b>25</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?

1- At HSMS our certified teachers deliver instruction through a. Push-In (Co-Teaching) in the Middle School grades 6-8 and within a Self-Contained setting for High School grades 9-12 b. The program models are designed to adequately service our ELL population where the Push-In students are grouped Heterogeneously having varying proficiency levels, the Self-Contained students are grouped regardless of grade into one class during first period.

2- HSMS offers a Free Standing ESL following the push-in/pull-out and self-contained model, which provides research based ESL

## A. Programming and Scheduling Information

strategies and methodologies to meet the needs of our ELL's. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modifying instruction and assignments thereby scaffolding classroom work.

3- As per the CR-Part 154 English Language Arts is the foundation for NLA, ESL and ELA curricula. HSMS assigns the required units of study to ensure alignment with program models required and delivery of services. For grades 6-8, 2 units of English Language Instruction are provided at a Beginners Proficiency level in ESL, students at an Intermediate Proficiency level are provided 2 units of ESL instruction, students at an Advanced level of Proficiency receive 1 unit of ESL instruction and 1 unit of ELA. In grades 9-12 student at a Beginners Proficiency level receive 3 units of ESL instruction, those performing at an Intermediate Proficiency level receive 2 units of ESL instruction, At the Advanced level of proficiency students receive 1 unit of ESL and 1 unit of ELA. Each content area provides the following: English Language Arts which has daily literacy blocks (2 pds dly/ 10 pds wkly) utilizing the model of balanced literacy, leveled classroom libraries for all students and incorporated into their classroom instruction. The Mathematics program model of instruction has ( 2 pds dly/ 10pds wkly) and is fully aligned with the requirements for the NYS Department of Education. The math program implemented is the Mathematics Completeness Curriculum which employs the methodology of scaffolding exercises and the 'Pedagogy of the 7- techniques'. Students work on the presentation of problems, they engage in small group exploration and investigation as well as sharing with peers and teachers. The Science program model is also fully aligned with the New York State Learning Standards (NYSLs) as well as the NYC standards. HSMS uses Prentice Hall for Chemistry with lab. Grades 11 and 12 complete a one year sequence in either Environmental Science, Physical Science, Anatomy, Human Development, Genetics, Forensics and Biotechnology or Health. Science offers a unified system of instruction across grades 6-12 with the Constructionist-project based model, problem, problem based learning, and cooperative learning. In Social Studies, instruction is provided to support students with understanding social studies content, current events and other social sciences such as sociology and psychology. Responsible for two major NYS Regents exams, all instruction in Social Studies is based on acquiring critical analysis skills, interpretation of document based questions and test sophistication with double periods of instruction daily to equal 10 periods weekly. Students develop historical perspective in review of United States in grade 9, while undertaking Economics and Government simultaneously. A global view of world events and cultures are explored in Global History in grades 11 and 12. The Foreign Language course work is accomplished in all modalities of speaking, listening, reading and writing of the Spanish language. In beginning courses, students are exposed to basic structures of greetings, basic grammar, situational translation, and basic conjugation of verbs with a focus on reading comprehension. Intermediate foreign language coursework explores sentence structure, writing exposition and more advanced conjugation with focus on conversation skills. Advanced Foreign Language coursework continues to advance student proficiency in grammar, conversation, and writing, but primarily focuses on critical reading and analysis of Spanish Language literature. Students are baseline assessed and interviewed to gauge what level placement they are best suited for. In HSMS Art and Music is offered to students in an innovative way that fuses traditional appreciation style seminar teaching integrated with math and science. Artists and historical time periods profiled are examined for their contributions to both the art and music worlds as well as math and science.

4- At HSMS there are two types of incoming students those with records which carry a history of records on ATS or hard copy and those with no records who come to us Over the Counter. All incoming students receive the H.L.S (home language survey) to ensure they have one on file. Student entering new from another country are scheduled to take the Lab-R within the first 10 days of their admission. Once done students are identified and provided with services until the NYSESLAT is given in May to determine the levels of proficiency.

5- HSMS differentiated instruction for ELL's goes as follows: a) At the present time HSMS has one student in the SIFE category. Our action plan for students is an afterschool program following a small group tutoring model, one-to-one support once a week with a certified ESL teacher. Additional guidance and social services are provided to the SIFE student and his/her family as needed. b) For ELL's who are newcomers or have or have less than 3 years in the United States, we offer a Free Standing ESL program with a full-time ESL certified teacher. the goal of our ESL program is for students to acquire the language development necessary to transition into higher proficiency levels and ultimately test out of ESL programs altogether. Students who are newcomers into our schooling system are not necessarily in beginning levels of proficiency, therefore, we program these students in the level in which their proficiency rests. We schedule individualized meetings to track the progress of these newcomer students and to case conference on their specific needs. Measurable goals are set for the newcomer ELL, much like an IEP, where the ultimate goal is successfully meeting the standard of passing the ELA NYS Regents or for middle schoolers the NYS Reading exam. Through test prep, mock exams, RTI progress monitoring, and test reviews newcomer ELL's are taught the specific skills needed for their end of year exams. In addition, these students require careful revision to see if they are exhibiting difficulty in their cultural transition. this is accomplished by continuous monitoring and feedback of parents, teachers and peripheral staff members such as guidance counselors and deans to ensure that newcomer ELL's are adapting well to their new environment and are on track to reach their academic goals. c) ELL students receiving service for 4-6 years of our ESL program are supported in after school and Extended Day programs, as well as their content areas. ELL teachers work with students within their level of proficiency preparing them to exit the ESL program and begin their transition into a monolingual program. d) Our plan is to continue to

## A. Programming and Scheduling Information

provide long term ELL students who have completed 6 years with differentiated instruction in their classroom based on the modalities in which they require the most support. They will also continue to receive support in after school, and extended day, and in all content areas. Teachers will continue to use informal and formal diagnostics to plan instruction and support student learning. Classroom teachers will also receive professional development in ESL approaches and strategies.

6- HSMS provides the standards-aligned English/Language Arts (ELA), Mathematics textbooks and instructional materials, including materials for universal access. These programs are designed, implemented and documented to be in daily use in all classrooms for all students enrolled in grade 6-12 ELA and mathematics courses. Full implementation means that all students, including English language learners (ELLs), and students with disabilities (SWDs) are provided current state standards-aligned textbooks and instructional materials in grades 6-12 ELA and mathematics courses. These materials are implemented daily as designed to support the needs of all students. In using the articulated middle school and high school instructional materials and publishers' texts selected by the school and teachers we are able to provide access to academic content areas as well as accelerate english language development. HSMS will increase academic performance in the meets and exceeds category of grading on literacy and mathematics for all students with focus on ELL's and SWD's through collaboration, professional development and learning, and the intergration of instructional best practices and supplemental resources. ELL, SWDs who are mandated to receive ESL services are provided with the same services GE ELLs receive. All students are

### 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%	7- HSMS Teachers and school leaders work in collaboration to make decisions regarding curriculum and assessments. Activities are designed to ensure that students who have difficulty mastering the proficient or advanced levels in content areas are provided with effective, timely additional assistance throughout the day in AIS and during push-in/pull-out periods. The additional assistance includes measures to ensure that students' who are having difficulties are identified. Each programming considers availability of ESL teachers to allow for access in her program		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

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

8- At HSMS all certified teachers are used to work with ELL's to ensure that the amount of minutes mandated are met by providing support to all ELL's at all levels of proficiency (Beginning, Intermediate, and Advanced level students). The following support structures or services are in place in our school for ELL's: AIS, Extended Day/Shared Instruction. All programs made available to ELL's are offered in

## 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- At HSMS all certified teachers are used to work with ELL's to ensure that the amount of minutes mandated are met by providing support to all ELL's at all levels of proficiency (Beginning, Intermediate, and Advanced level students). The following support structures or services are in place in our school for ELL's: AIS, Extended Day/Shared Instruction. All programs made available to ELL's are offered in English.

9-The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of the ESL program. HSMS continues to work with students in order to acquire the language development that is needed/necessary to transition them to advanced levels of ESL proficiency and out of the ESL program. HSMS continues to provide ELL's with differentiated instruction within their classrooms based on the modalities in which they require the most support as well as afterschool and AIS support. Students who pass the NYSESLAT in the Spring '11 remain in their regular classes. When the ESL teacher pushes in to work with the advanced ESL students, she also works with the transitional students. The students who reached proficiency in the '10 are also seen to insure continued growth and progress. These students receive all test accommodations afforded to ELLs for up to two years after passing the NYSESLAT.

10- HSMS has welcomed The Palette Fund & Johnson Family Foundation which originated in PS 197, incorporating some cutting edge and interrelated issues which our diverse 6<sup>th</sup> grade students (ELL's & SWD's) are confronted with. Students are assisted in language acquisition while learning to make healthy choices and behaviors beginning at an early age. This initiative moves up through the grades with the intent to create awareness in the community, in students, in parents and teachers; while building the students language skills and health consciousness.

11- Programs and services will not be discontinued the only changes within the programs and services provided to ELL's will be the exiting of students into monolingual programs after scoring at an advanced level of proficiency in the NYSESLAT. From there continued support will be provided to ensure students continue progressing.

12-All ELL's are programmed for AIS based on their needs just as other students are programmed. The ultimate goal apart from becoming proficient in their language acquisition is to have them graduate with their cohort and to meet all standards in order to attend the college of their choice. Certified teachers are part of the AIS program in order to provide the services that ELL's require.

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

**C. Schools with Dual Language Programs**

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

HSMS does not have a dual language program. HSMS has a Free Standing ESL program.

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

**D. Professional Development and Support for School Staff**

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

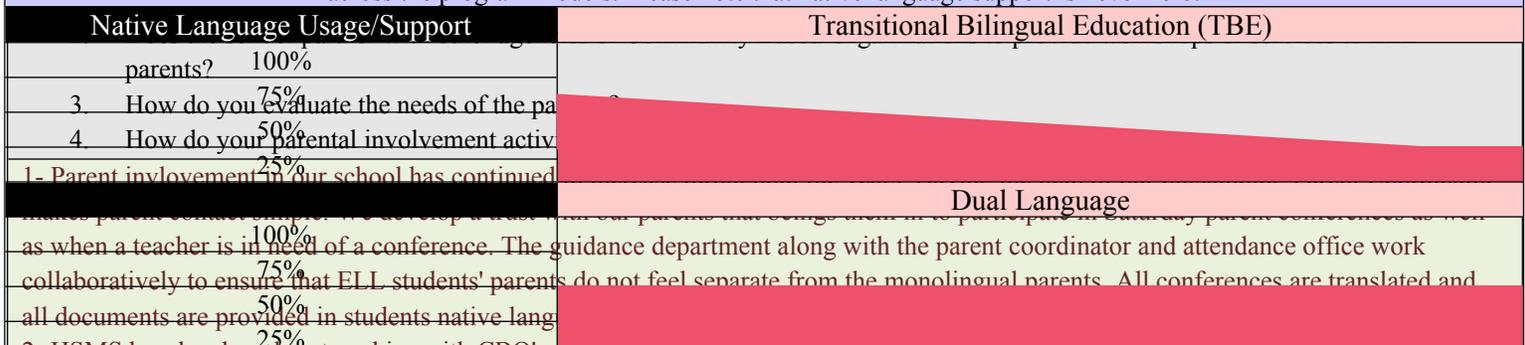
1- Our teachers will continue to receive support in reciprocal teaching, data analysis, as well as planning aligned to the teaching standards. We will continue to have formal/informal meetings between classroom teachers and inquiry teams to build on new teaching strategies in all content areas. The goal at HSMS is to increase student engagement and achievement. Providing the teachers of ELLs with the latest training and learning opportunities is a great investment. Teachers are strongly encouraged to attend conferences which will enhance their knowledge on differentiation of instruction, adaptation of curriculum and effective assessment of ELLs/ELLs-SWDs. Internally teachers are being trained to use the Danielson's Framework, how to apply RTI to ELLs-SWDs, how to use formative assessments and the Common Core Standards. All staff AP's, GC's, SpEd teachers, Para's, secretaries, parent coordinators and subject area teachers receive PD twice weekly. Every Department meets within their subject areas/group once a week and the entire staff meets once a week for professional development covering topics such as: Entire Staff on Wednesdays 4<sup>th</sup> period- RTI/RTI for ELLs, Curriculum Mapping, Renaissance Learning (assessments & data), Kagan Cooperative Learning practices, and Danielson's Framework practices. The Departments meet Tuesdays- Mathematics, Thursdays- ELA and History and Fridays Science. The Parent Coordinator and Attendance Teacher are part of the Guidance Dept. They join all GCs for staff meetings on Wednesdays 4<sup>th</sup> period and with the GC Dept. on Fridays during 2<sup>nd</sup> period. The Physical Education Dept. meets Fridays 9<sup>th</sup> period. The School Based Support Staff (Psychologist, OT/PT and Speech and Hearing providers are provided with PD through their supervisors, the Psychologist, and Social Workers have attended PD relating to SESIS transition meetings. The Psychologist has assisted in presenting new information regarding SESIS to the GC staff and SBST.

2- HSMS will continue to provide teachers with training for new ideas on strategies such as (Kagan exercises, & Danielson's Framework) for teaching and providing students with differentiated instruction. They will also continue to offer students support in AIS. They will continue to receive training in NYSESLAT test prep as well as ELA test prep in order to prepare the students for the ELA Regents exam, RCTR, RCTW (for students still in the safety net) for High School students, and the NYS Reading exam for Middle School students. Assistive Technology (RSE-TASC) training has been provided as well as SpEd Compliance Data. All GC staff including Parent Coordinator and teachers take part in exit interviews for ELL-SWDs.

3- The ELL teacher provides additional ESL instruction during the 37 1/2 minute Extended Day program to ELL students starting 1<sup>st</sup> period then teaches cluster periods throughout the day also providing service to ELL's through push-in as well. Teacher provides a program of services.

**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.



## 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- Parent involvement in our school has continued to increase throughout the years. Having the help of our outstanding Parent Coordinator makes parent contact simple. We develop a trust with our parents that brings them in to participate in Saturday parent conferences as well as when a teacher is in need of a conference. The guidance department along with the parent coordinator and attendance office work collaboratively to ensure that ELL students' parents do not feel separate from the monolingual parents. All conferences are translated and all documents are provided in students native language to ensure clear understanding of what is being discussed.

2- HSMS has developed partnerships with CBO's such as MGI (Middle Grade Initiative) which provides tutoring services for all students, they also provide College Readiness lessons and assist the College Guidance counselor, Montefiore My Health Clinic provides medical services to the students in the school who have brought in parent consent, NYPD Community Affairs officers provide services to members of the community/ NYPS School Safety Uniformed Task Force provides safety lessons to all students within the school to build awareness and prevent incident within the campus, FDNY provides informational workshops to parents in the community. ESL services and English classes through referrals to outside agencies through the Legal Aid Society and Immigration for Community Advocates is also provided.

3- The Parent Coordinator serves as a liaison/link between the school, the parents and the community. He outreaches parents to insure they remain informed of activities taking place within the school. He works closely with the GC and attendance departments to insure parents are represented whenever they come into the school. The Parent coordinator also has informational pamphlets for parents in languages of their choice, he translates for Spanish speaking parents/families when needed and makes arrangements through DOE translation department for parents who request or need translators ( phone number is kept in PCs office). Through Parent Association meetings we meet with the Parent President and the Parent Coordinator which provide us with detailed lists of questions concerns and requests made by parents of monolingual and ELL students. We use this as our needs assessment for parents and ensure answers for the next parent meeting the following month or set up conferences with staff members within the school that can assist the parent with their needs.

4- HSMS takes the time to carefully review all parent questions, concerns and requests. We provide parents with detailed explanations of all that is being done in the school schedule, meetings with guidance counselors, and teachers as requested. We provide parents with the guidelines for applying for working papers, high school application process, college application process etc. We hold meetings through the PC once a month (Saturday's) where issues are discussed, We hold a college night for parents and students to come in and speak to schools their children are considering applying to. We hold TLC meetings for parents of students with Special Needs and ELL students, and we provide referrals for parents who express an interest in outside services.

## B. Programming and Scheduling Information--Continued

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## 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.

All students in the school are trained to become resident experts in a topic of their choice, and ELL's are no exceptions. The concept of resident expert involves reading, writing, and presenting orally in front of their peers and staff, as well as in front of their invited guests during schoolwide celebrations. The NYS Science and NYS Social Studies section of Assessment and Analysis have not been filled out as our 8<sup>th</sup> grade students do not test until the Spring of 2012. All other data pertaining to the present middle school and high school ELL's has been documented and included in the designated areas within the LAP.

## C. Schools with Dual Language Programs

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## D. Professional Development and Support for School Staff

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1- Our teachers will continue to receive support in reciprocal teaching, data analysis, as well as planning aligned to the teaching standards. We will continue to have formal/informal meetings between classroom teachers and inquiry teams to build on new teaching strategies in all content areas. The goal at HSMS is to increase student engagement and achievement. Providing the teachers of ELLs with the latest training and learning opportunities is a great investment. Teachers are strongly encouraged to attend conferences which will enhance their knowledge on differentiation of instruction, adaptation of curriculum and effective assessment of ELLs/ELLs-SWDs. Internally teachers are being trained to use the Danielson's Framework, how to apply RTI to ELLs-SWDs, how to use formative assessments and the Common Core Standards. All staff AP's, GC's, SpEd teachers, Para's, secretaries, parent coordinators and subject area teachers receive PD twice weekly. Every Department meets within their subject areas/group once a week and the entire staff meets once a week for professional development covering topics such as: Entire Staff on Wednesdays 4<sup>th</sup> period- RTI/RTI for ELLs, Curriculum Mapping, Renaissance Learning (assessments & data), Kagan Cooperative Learning practices, and Danielson's Framework practices. The Departments meet Tuesdays- Mathematics, Thursdays- ELA and History and Fridays Science. The Parent Coordinator and Attendance Teacher are part of the Guidance Dept. They join all GCs for staff meetings on Wednesdays 4<sup>th</sup> period and with the GC Dept. on Fridays during 2<sup>nd</sup> period. The Physical Education Dept. meets Fridays 9<sup>th</sup> period. The School Based Support Staff (Psychologist, OT/PT and Speech and Hearing providers are provided with PD through their supervisors, the Psychologist, and Social Workers have attended PD relating to SESIS transition meetings. The Psychologist has assisted in presenting new information regarding SESIS to the GC staff and SBST.

2- HSMS will continue to provide teachers with training for new ideas on strategies such as (Kagan exercises, & Danielson's Framework) for teaching and providing students with differentiated instruction. They will also continue to offer students support in AIS. They will continue to receive training in NYSESLAT test prep as well as ELA test prep in order to prepare the students for the ELA Regents exam, RCTR, RCTW (for students still in the safety net) for High School students, and the NYS Reading exam for Middle School students. Assistive Technology (RSE-TASC) training has been provided as well as SpEd Compliance Data. All GC staff including Parent Coordinator and teachers take part in exit interviews for ELL-SWDs.

3- The ELL teacher provides additional ESL instruction during the 37 1/2 minute Extended Day program to ELL students starting 1<sup>st</sup> period then teaches cluster periods throughout the day also providing service to ELL's through push-in as well. Teacher provides a program of services.

## 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- Parent involvement in our school has continued to increase throughout the years. Having the help of our outstanding Parent Coordinator makes parent contact simple. We develop a trust with our parents that brings them in to participate in Saturday parent conferences as well as when a teacher is in need of a conference. The guidance department along with the parent coordinator and attendance office work collaboratively to ensure that ELL students' parents do not feel separate from the monolingual parents. All conferences are translated and all documents are provided in students native language to ensure clear understanding of what is being discussed.

2- HSMS has developed partnerships with CBO's such as MGI (Middle Grade Initiative) which provides tutoring services for all students, they also provide College Readiness lessons and assist the College Guidance counselor, Montefiore My Health Clinic provides medical services to the students in the school who have brought in parent consent, NYPD Community Affairs officers provide services to members of the community/ NYPS School Safety Uniformed Task Force provides safety lessons to all students within the school to build awareness and prevent incident within the campus, FDNY provides informational workshops to parents in the community. ESL services and English classes through referrals to outside agencies through the Legal Aid Society and Immigration for Community Advocates is also provided.

3- The Parent Coordinator serves as a liaison/link between the school, the parents and the community. He outreaches parents to insure they remain informed of activities taking place within the school. He works closely with the GC and attendance departments to insure parents are represented whenever they come into the school. The Parent coordinator also has informational pamphlets for parents in languages of their choice, he translates for Spanish speaking parents/families when needed and makes arrangements through DOE translation department for parents who request or need translators ( phone number is kept in PC's office). Through Parent Association meetings we meet with the Parent President and the Parent Coordinator which provide us with detailed lists of questions concerns and requests made by parents of monolingual and ELL students. We use this as our needs assessment for parents and ensure answers for the next parent meeting the following month or set up conferences with staff members within the school that can assist the parent with their needs.

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4- HSMS takes the time to carefully review all parent questions, concerns and requests. We provide parents with detailed explanations of all that is being done in the school schedule, meetings with guidance counselors, and teachers as requested. We provide parents with the guidelines for applying for working papers, high school application process, college application process etc. We hold meetings through the PC once a month (Saturday's) where issues are discussed, We hold a college night for parents and students to come in and speak to schools their children are considering applying to. We hold TLC meetings for parents of students with Special Needs and ELL students, and we provide referrals for parents who express an interest in outside services.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	1	0	0	0	0	0	1
Intermediate(I)							3	1	0	1	4	2	0	11
Advanced (A)							3	3	0	2	2	1	1	12
Total	0	0	0	0	0	0	6	5	0	3	6	3	1	24

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0		0		0		0		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	5		2	
Integrated Algebra	11		5	
Geometry	3		0	
Algebra 2/Trigonometry	0		0	
Math <u>Algebra</u>	11		5	
Biology	0		0	
Chemistry	2		0	
Earth Science	1		0	
Living Environment	10		6	
Physics	0		0	
Global History and Geography	1		1	
US History and Government	9		3	
Foreign Language	0		0	
Other	0		0	
Other	0		0	
NYSAA ELA	10		7	
NYSAA Mathematics	11		9	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

**Native Language Tests**

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

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

- 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 assessment tools used to assess the literacy skills of ELL students are the NYSESLAT and Lab-R. The data acquired through these

## 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.

All students in the school are trained to become resident experts in a topic of their choice, and ELL's are no exceptions. The concept of resident expert involves reading, writing, and presenting orally in front of their peers and staff, as well as in front of their invited guests during schoolwide celebrations. The NYS Science and NYS Social Studies section of Assessment and Analysis have not been filled out as our 8<sup>th</sup> grade students do not test until the Spring of 2012. All other data pertaining to the present middle school and high school ELL's has been documented and included in the designated areas within the LAP.

## Part VI: LAP Assurances

<b>School Name: <u>HSMS</u></b>		<b>School DBN: <u>09x413</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
William Quintana	Principal		11/30/11
Carlos Picahrdo	Assistant Principal		11/30/11
Antonio Melendez	Parent Coordinator		11/30/11
Valerie Harmon	ESL Teacher		11/30/11
	Parent		1/1/01
Cesae Florez	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joseph Burgos	Guidance Counselor		11/30/11
Ben Waxman	Network Leader		11/30/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x413      **School Name:** The High School for Medical Science

**Cluster:** 5      **Network:** 534

**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.

- HSMS looks at the existing ethnicity data in ATS reports ( RSSS & RHLA) for incoming students
- The Parent Coordinator interacts with parents and keeps forms, informational guides, and the translation number for parent teacher conferences and Special Education (IEP) conferences in order to meet the language needs of parents/guardians

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.

- The predominant group needing translation services are Spanish speaking families. The Parent Coordinator and the PTA president play a major role in ensuring that parent are represented during the time when translation is needed. This is easily done within the school. Parents needing French, Arabic and other languages are provided with all necessary documentation, educational and major written communication translated by the Department of Education translation services department. All staff is made aware of translation services through Memos sent for Parent Teacher Conferences, and IEP Conferences, Disciplinary Conferences among other pertinent educational activities.

## Part B: Strategies and Activities

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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.

- In order to meet the identified needs in Part A the school sends written documentation such as Orientation Letters, Senior Activities consent forms, parent handbooks, PTA notices, and Promotion in Doubt Letters. Documents which need translation into languages other than Spanish sent to The Department of Education translation services

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.

- As mentioned in Part –A, for parents who speak a language other than Spanish, the Parent Coordinator uses the number to guide parents in taking advantage of the translators available by phone through the Department of Education.

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 Large framed Poster sized sign is hanging on the third floor opposite the elevator for when parents/ guardians or visitors enter HSMS they see in English and the 8 languages that are required by the Chancellor's Regulations saying welcome and informing them that translation services are available. Parents/ Guardians receive the Parent's Bill of Rights in their Native Language as well as a copy of the Discipline Code and Parent Handbook. Translated documented and brochures are provided by the Department of Education and the school gets all important necessary school based documents translated. All Spanish translations are provided by staff members as needed.

## 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: High School for Medical Sci	DBN: 9x413
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 27 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

### 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:

- Rationale- To provide high quality instruction consistent with state standards to enable participating students to meet promotional requirements as indicated by credit accumulation state assessments and diploma completion. Use of academic learning time is efficiently geared towards mastery of listening, writing, speaking and reading skills. Highly qualified and certified teachers provide intervention services to ELL's in all content areas within the general population setting.
- Subgroups and grade level of students to be served- Students are serviced within their grades and the level of proficiency (Beginner, Intermediate, Advanced).
- Schedule and duration- Services are offered in blocks, 5x a week (90 mins)
- Language of Instruction-English
- # of and types of certified teachers- There are two teachers in this program: one certified ESL teacher and one content area certified teacher. Both teacher licenses are on file at the school.
- Types of materials- Materials used are: Writing Journals, Ready to Read (Side by Side), Wordly Wise work books, NYSESLAT prep guides, STAR Reading/Math Program from Renaissance Learning, RTI targeted intervention in small groups.

### 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:

- Rationale- To ensure that our teachers are well prepared to equip ELL students with the skills needed for language acquisition and mastery through differentiated instruction to meet their academic needs. To implement strategies to ensure that ELL student are receiving needed services and targeted interventions towards passing the NYSESLAT and NYS ELA and Math Exams.
- Teacher to receive training- ESL and content area teacher

### Part C: Professional Development

- Schedule and duration- 2x weekly- Thursdays ELA/ESL Professional development team meetings, Wednesdays General Professional Development meetings.
- Topics to be covered- Differentiated Instruction, RTI, The Danielson Framework, The Art of Questioning, informal/alternative assessments using data to plan instruction, writing workshop, high interest-low level reading options, student engagement, Infusing technology into lessons, classroom management, reading and writing strategies, journal writing etc.
- Name of provider- S. Ithier APS, Renaissance Learning, Gene Blaufarb, Kagan Learning, Kaplan Prep

### 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:

- Rationale- Our goal is for parents to be aware of procedures and processes involved with their child. We aim to assist parents in understanding academic achievement, standards and assessments and how to monitor their child's progress, sharing and communicating best practices for effective communication, collaboration and partnering with members of the school community.
- Schedule and duration- 1time monthly (Saturdays) duration: 1hour
- Topics to be covered- ARIS functions and use, GED Prep, Workshops on Nutrition, Meetings on ways to interact with teachers and the importance of becoming involved in their child's academic progress.
- Mr. Melendez Parent Coordinator, Ms. Harmon ESL teacher, and the child's counselor
- Parent are notified by mail, through phone contact and in writing (monthly calendars, and Alerts)

### Part E: Budget

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

Allocation Amount: \$0

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