



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HEALTH OPPORTUNITIES HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X670

PRINCIPAL: CARRON STAPLE **EMAIL:** CSTAPLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carron Staple	*Principal or Designee	
Jeffrey Piekarsky	*UFT Chapter Leader or Designee	
Deidra Grant	*PA/PTA President or Designated Co-President	
Sandra Barrett	DC 37 Representative, if applicable	
Andisha Nesbitt Jessica Lopez Dejenne Grant Laura Kemeh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Gerald Thompson	CBO Representative, if applicable	
Nodia Chambers	Member/ Teacher (Chairperson)	
Sofia Foderaro	Member/ Teacher (Secretary)	
Vikram Arora	Member/ Teacher	
Julie Mchedlishvili	Member/ Assistant Principal	
Annie Martins	Member/ Assistant Principal	
Mercedes Ruiz	Member/ Parent	
Sandra Lopez	Member/ Parent	

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

- ***By June 2012, the Integrated Algebra Regents Passing Rate of Cohort 2014 students who failed the exam will increase by 25%.***

Comprehensive needs assessment

- ***Between June 2011 and August 2011, 38.5% (52 students) of Cohort 2014 students passed the Integrated Algebra Regents exam. The goal is that by June 2012, 50% (41 students) of the students who failed the exam will pass the Integrated Algebra Regents.***

Instructional strategies/activities

- ***The 9th graders who failed the Integrated Algebra Regents in June 2011 will attend summer school and/or repeat the course and receive targeted academic intervention services in September 2011-June 2012 if they are unable to pass the Regents in the summer of 2011.***
- ***If the students remain unsuccessful in passing the Integrated Algebra Regents they will re-take the course with targeted instruction on the items that challenged them the most and re-take the Regents in June 2012.***
- ***These students will also receive targeted small group instruction twice per week for 50 minute every Tuesday and Thursday from September 2011-June 2012.***
- ***Students who passed the course, but failed the exam will be given an intensive seminar class that will target their areas of weakness and will retest in January 2011.***
- ***As the majority of these students who failed the exam are males, there is an inquiry team, composed mostly of Math Teachers, who are looking into the deficiencies of our male students and putting together strategies that will help them succeed on the Integrated Algebra Regents Exam.***
- ***Twice during each semester benchmark exams, made by administration, will be given to track student progress. In addition, acuity predictive and ITA's are given to the students and the results are used to drive classroom and/or targeted instruction as well as generate student data.***

Strategies to increase parental involvement

- ***Online grade book purchased with software funds in which students and parents receive their own private pass codes so that they are able to access their children's grades on a regular basis.***
- ***Parents receive monthly newsletters informing them of school events, school progress, student achievements as well as any special programs or activities that are offered.***
- ***Parent coordinator serves as the liaison between the school community and the parents. Our Parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Teams and then turn keys the information for the parents together with the P.A. President during the P.A. meetings. In addition, the Parent Coordinator is always seeking for events and programs that will engage parents in the school community.***

Strategies for attracting Highly Qualified Teachers (HQT)

- *We will utilize our online learning community as a virtual platform to present information about our school's academic mission and vision, along with a view of classroom academics, student life, after school clubs and much more.*
- *Through our AUSSIE consultant, we will provide our teachers with ongoing job-embedded professional development to support teachers in integrating technology into the curriculum.*
- *Organize inter-visitations for teachers to learn about and debrief innovative teaching practices aligned to the Charlotte Danielson framework for teaching and learning.*
- *Design a professional development calendar based on a teacher needs assessment to support the growth of instructional practices.*
- *Use the knowledge of the Innovation Team, which includes members of the teaching staff and administration to participate in shared decision making regarding the growth of the school's infrastructure to support 21st century learning experiences.*
- *Organize monthly department meetings that will allow staff to voice concerns, work through instructional difficulties, share best practices and learn from one another.*
- *Arrange consistent and continuous mentoring sessions for new teachers that will enable them to learn from and collaborate with tenured teachers so that there is growth in their pedagogical practices.*

Service and program coordination

- *The school does not receive any extra funds from the federal government and state to complete this goal. Title 1 monies from the school's allocated budget are used. See below.*

Budget and resources alignment

- **Title I funds will be used to supplement teacher salaries so that we are able to provide the extra assistance that our students need. In addition, Title I Funds will be used to purchase supplemental textbooks to enhance classroom instruction. FSF funds will be used to pay for after school tutoring as well as incentives for student performance.**

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

Goal: By June of 2012, 65% of the staff (21 teachers) will effectively utilize 21st century tools, for communication and collaboration, with an emphasis on preparing students for college and careers in the global economy.

Comprehensive needs assessment

- *The entire staff took a comprehensive needs assessment survey in September 2011, to determine how our learning community aligns content standards with 21st century learning and work that emphasizes higher order skills, creativity and problem solving. 67% of the learning community surveyed believes we are "Getting Started", whereas 22% believe this need is "Partially Met". The data from the needs assessment survey indicates that 89% of the staff believe we are at an emerging starting point that requires a commitment to aligning and utilizing 21st century tools for teaching and learning.*
- *Additionally, the Leadership Team and the Innovation Team evaluated the most recent data from the 2010-2011 NYCDOE Learning Environment Survey noting that communication and collaboration were high-need growth areas for the learning community.*

Instructional strategies/activities

Work with Innovation Team (combination of teachers and administrators) to establish an online learning community to collaboratively plan for instruction, share information, and communicate ways to effectively integrate technology to prepare student learners for the 21st Century workplace and institutes of higher education.

- *Sept 2011 -- Resident Principal will introduce the 21st century initiative to staff and present important data to establish need to move forward on this initiative around 3 core values: Commitment, Collaboration and Communication;*
- *Ongoing -- Innovation Team to meet on a monthly basis to develop a shared vision for technology integration to support both organizational and instructional practices.*
- *Ongoing -- Innovation team to work with our AUSSIE consultant to build online community (<http://www.hopschool.com>) that will include a public space to share school information as well as private community space to store pertinent school-wide data, meeting minutes, resources, action planning items, Inquiry Spaces and much more. We will launch the site for our staff on November 8th (Election Day) 2011.*
- *December –June 2012 – AUSSIE consultant in collaboration with Innovation Team and Leadership Cabinet will begin implementation of bi-monthly "Lunch and Learns" to support teacher growth in the use of 21st century communication and collaboration tools*

Innovation Team/Administration/AUSSIE Consultant to create "lab class" environments to demo integration of technology on two levels:

1. *Technology infused project based learning experiences/assessments (digital storytelling, webquest, etc.)*
2. *Routine tech integration into daily planning (Smartboard based lessons, etc.).*

- **Sept 2011 – Introduce initiative to the staff and recruit teachers to participate as lab site, looking for a combination of general education and special needs classes.**
- **October 2011 – Teachers to begin working with our AUSSIE consultant and Resident Principal to begin planning Common Core aligned technology infused units of study**
- **November 2011 – Resident Principal to work with our CUNY Tech Intern to establish a consistent tech support systems to ensure that the infrastructure supports the opportunity for teachers and students to utilize technology as part of their daily practice.**
- **By January of 2012, Teachers and students participating in the lab sites will utilize a common rubric to assess project quality and student performance.**
- **By March of 2012, members of the learning community will participate in at least 3 series of Instructional Rounds around a core problem of practice connected to the integration of 21st century skills into the curriculum**
- **By June of 2012, core group of lab teachers will showcase best practices and 21st century Common Core aligned units at the first annual school-wide Innovation Fair.**
- **By June of 2012, Needs Assessment survey will show an increase in the number of faculty by 65% who utilize communication and collaboration tools (email, shared documents, wikis, etc.) as part of their organizational practice;**
- **By June of 2012, we will increase the score of “Communication” on the city-wide progress report Learning Environment Survey by 2%.**
- **By June of 2012, we will also see an increase the regular use of 21st century communication and collaboration tools for instructional purposes by 20%.**

Strategies to increase parental involvement

- **The Innovation Team will provide two “Learning at Night” sessions for parents with an emphasis on teaching parents how to access the school's online learning community to access school calendar, teacher websites and student data.**
- **Parents will be invited to school-wide Innovation Fair to learn how teachers are integrating the 21st century skills into the curriculum through technology infused project based learning experiences.**

Strategies for attracting Highly Qualified Teachers (HQT)

- **We will utilize our online learning community as a virtual platform to present information about our school's academic mission and vision, along with a view of classroom academics, student life, after school clubs and much more.**
- **Through our AUSSIE consultant, we will provide our teachers with ongoing job-embedded professional development to support teachers in integrating technology into the curriculum.**
- **Organize inter-visitations for teachers to learn about and debrief innovative teaching practices aligned to the Charlotte Danielson framework for teaching and learning.**

- *Design a professional development calendar based on a teacher needs assessment to support the growth of instructional practices.*
- *Use the knowledge of the Innovation Team, which includes members of the teaching staff and administration to participate in shared decision making regarding the growth of the school's infrastructure to support 21st century learning experiences.*

Service and program coordination

- *Our school does not receive any special monies. We use 100% of the professional development money allocated for us to provide teacher training and instructional support.*

Budget and resources alignment

Title 1 Funds: \$23,500 for AUSSIE Educational Technology Consultant, which totals 10% of our professional development funding.

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

- ***By June 2012, the English Language Arts Regents Passing Rate of Cohort 2012 students who failed the exam will increase by 15%.***

Comprehensive needs assessment

- ***Based on the most recent RCOS Cohort 2012 report for ELA, 19 students need to pass the ELA Regents. Of the 19, ten failed and nine were not tested. Based on the interventions the school has put in place, we expect 15% to successfully pass the ELA Regents.***
- ***We believe that these students will be successful because they attend school on a daily basis, are taking full advantage of targeted intervention and are applying themselves in a manner that leads us to believe they will be successful.***

Instructional strategies/activities

- ***The cohort 2012 student who failed the ELA Regents in June 2011 will attend summer school and/or repeat the course and receive targeted academic intervention services in September 2011-June 2012 if they are unable to pass the Regents in the summer of 2011.***
- ***These students will also receive targeted small group instruction twice per week for 50 minute every Tuesday and Thursday from September 2011-June 2012.***
- ***Twice during each semester benchmark exams, made by administration, will be given to track student progress. In addition, acuity's periodic assessments, such as Regents' predictive and ITA's, as well as performance series are given to the students and the results are used to drive classroom and/or targeted instruction as well as generate student data.***

Strategies to increase parental involvement

- ***Online grade book purchased with software funds in which receive their own private pass codes so that they are able to access their children's grades on a regular basis.***
- ***Parents receive monthly newsletters informing them of school events, school progress, student achievements as well as any special programs or activities that are offered.***
- ***Parent coordinator serves as the liaison between the school community and the parents. Our Parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Teams and then turn keys the information for the parents together with the P.A. President during the P.A. meetings. In addition, the Parent Coordinator is always seeking for events and programs that will engage parents in the school community.***

Strategies for attracting Highly Qualified Teachers (HQT)

- *We will utilize our online learning community as a virtual platform to present information about our school's academic mission and vision, along with a view of classroom academics, student life, after school clubs and much more.*
- *Through our AUSSIE consultant, we will provide our teachers with ongoing job-embedded professional development to support teachers in integrating technology into the curriculum.*
- *Organize inter-visitations for teachers to learn about and debrief innovative teaching practices aligned to the Charlotte Danielson framework for teaching and learning.*
- *Design a professional development calendar based on a teacher needs assessment to support the growth of instructional practices.*
- *Use the knowledge of the Innovation Team, which includes members of the teaching staff and administration to participate in shared decision making regarding the growth of the school's infrastructure to support 21st century learning experiences.*
- *Organize monthly department meetings that will allow staff to voice concerns, work through instructional difficulties, share best practices and learn from one another.*
- *Arrange consistent and continuous mentoring sessions for new teachers that will enable them to learn from and collaborate with tenured teachers so that there is growth in their pedagogical practices.*
- *Teachers have common planning time to work collaboratively on curriculum mapping to address the skills students need to succeed on the ELA Regents Exam and to align assessments and skills with Common Core Standards.*

Service and program coordination

- *Teachers who work with these students have trained with CUNY's At Home In College which aims to improve student Regents performance. These teachers are learning strategies that they can use for Regents preparedness and College Readiness.*

Budget and resources alignment

- *Title I funds will be used to supplement teacher salaries so that we are able to provide the extra assistance that our students need. In addition, Title I Funds will be used to purchase supplemental textbooks to enhance classroom instruction. FSF funds will be used to pay for after school tutoring as well as incentives for student performance. Title III funds will also be used similarly to meet the needs of our ELL students.*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4
<ul style="list-style-type: none">• By June 2012, the Global History and Geography Regents Passing Rate of Cohort 2013 students who failed the exam will increase by 25%.
Comprehensive needs assessment
<ul style="list-style-type: none">• <i>Based on the most recent RCOS Cohort 2013 report for Global History Regents Exam, 89 students need to pass the Global History Regents. Based on the interventions the school has put in place, we expect 23 students (25%) to successfully pass the Global History and Geography Regents.</i>• <i>We believe that these 23 students will be successful because they attend school on a daily basis, are taking full advantage of targeted intervention and are applying themselves in a manner that leads us to believe they will be successful.</i>• <i>55 students of Cohort 2013 were not tested for Global History and Geography Regents Exam in June 2011 because they were part of the pilot United States History program in academic year 2009-2010. These students will take Global History and Geography Regents Exam in June 2012.</i>
Instructional strategies/activities
<ul style="list-style-type: none">• <i>The 10th graders who failed the Global History and Geography Regents in June 2011 will attend summer school and /or repeat the course.</i>• <i>The 10th graders who failed the Regents in June 2011 will also receive targeted small group instruction twice per week for 50 minutes every Tuesday and Thursday from September 2011- June 2012.</i>• <i>The current 10th graders will be registered for double period World History class which meets every day. Students will be working on the curriculum and will be registered for Global History and Geography Regents Exam in June 2012. Students will work on the compressed content and skills aligned with Common Core Standards.</i>• <i>World History Inquiry Team will focus on developing strategies to improve reading comprehension and building vocabulary to help students with the content comprehension.</i>• <i>Benchmark assessments are administered every six weeks. Benchmark assessments reflect the format and content of Global History and Geography Regents Exam. Social Studies teachers' team meets monthly to work on curriculum mapping and discuss strategies to improve students' results on Benchmark Assessments.</i>
Strategies to increase parental involvement
<ul style="list-style-type: none">• <i>Guidance department conducts regular 1:1 or group meetings with parents to discuss their children progress and reinforce the importance of Global History and Geography Regents Exam for successful graduation.</i>• <i>Parent-coordinator conducts meetings with groups of parents and teachers to educate teachers about the study skills students need to enhance at home to improve their exam results.</i>

- ***Parent Association in collaboration with School Leadership Team conduct monthly meetings and professional development sessions to inform parents about the skills students need to improve the results on the exams, successfully graduate and to achieve career and/or college preparedness.***
- ***Online grade book purchased with software funds in which receive their own private pass codes so that they are able to access their children's grades on a regular basis.***
- ***Parents receive monthly newsletters informing them of school events, school progress, student achievements as well as any special programs or activities that are offered.***
- ***Parent coordinator serves as the liaison between the school community and the parents. Our Parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Teams and then turn keys the information for the parents together with the P.A. President during the P.A. meetings. In addition, the Parent Coordinator is always seeking for events and programs that will engage parents in the school community.***

Strategies for attracting Highly Qualified Teachers (HQT)

- ***Teachers work collaboratively once a week on curriculum mapping to address the skills students need to succeed on Global History and Geography Regents Exam and to align assessments and skills with Common Core Standards.***
- ***Mentoring program with content area emphasis is established to support growth of the new teachers.***
- ***Teachers meet during monthly data analysis meetings to discuss the results of the Benchmark assessments and develop strategies/interventions that students need to succeed on Global History Regents.***
- ***We will utilize our online learning community as a virtual platform to present information about our school's academic mission and vision, along with a view of classroom academics, student life, after school clubs and much more.***
- ***Through our AUSSIE consultant, we will provide our teachers with ongoing job-embedded professional development to support teachers in integrating technology into the curriculum.***
- ***Organize inter-visitations for teachers to learn about and debrief innovative teaching practices aligned to the Charlotte Danielson framework for teaching and learning.***
- ***Design a professional development calendar based on a teacher needs assessment to support the growth of instructional practices.***
- ***Use the knowledge of the Innovation Team, which includes members of the teaching staff and administration to participate in shared decision making regarding the growth of the school's infrastructure to support 21st century learning experiences.***
- ***Organize monthly department meetings that will allow staff to voice concerns, work through instructional difficulties, share best practices and learn from one another.***
- ***Arrange consistent and continuous mentoring sessions for new teachers that will enable them to learn from and collaborate with tenured teachers***

so that there is growth in their pedagogical practices.

Service and program coordination

- *The school does not receive any extra funds from the federal government and state to complete this goal. Title 1 monies from the school's allocated budget are used. See below.*

Budget and resources alignment

- *Title I funds will be used to supplement teacher salaries so that we are able to provide the extra assistance that our students need. In addition, Title I Funds will be used to purchase supplemental textbooks to enhance classroom instruction. FSF funds will be used to pay for after school tutoring as well as incentives for student performance.*

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	1	193	21	41	32	0	5	0
10	3	107	53	109	35	0	12	0
11	9	17	28	21	12	0	7	0
12	51	14	6	13	45	0	5	0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> -Small group tutoring during the day and after school; -Small group Targeted Intervention twice a week after school; -1:1 tutoring during the day; -CUNY At-Home In College course for all graduating 12th graders who scored from 65-74 on ELA Regents during the day.
Mathematics	<ul style="list-style-type: none"> -Small group tutoring during the day and after school; -Targeted intervention twice a week after school; -Regents Seminar classes 5 days per week; -1:1 Tutoring during the day; -Supplementary Mathematics foundations course during the day for incoming 9th grade students who score 1 or 2 on 8th grade Math state assessments.
Science	<ul style="list-style-type: none"> -Small group tutoring during the day and after school; -Targeted intervention twice a week after school; -Regents Seminar classes 5 days per week; -1-1 Tutoring during the day.
Social Studies	<ul style="list-style-type: none"> -Small group tutoring during the day and after school; -Targeted intervention twice a week after school; -1:1 tutoring during the day; -Double period World History course every day for all students in Cohort 2014 who failed Global History 1 & 2 in academic year 2010-2011. All students will be registered for Global History Regents exam in June 2012.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> -Daily group counseling sessions; -1:1 daily counseling sessions; -City Council Drop-Out Prevention initiative: Group meetings twice/month, 1:1 meetings once/month, family meetings 4 times per year.

At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> -Morris Heights Clinic: Twice per week 1:1 counseling sessions; -CAMBA RAPP Teen Services: Twice per week 1:1 counseling sessions; -CAMBA RAPP Teen Services classroom presentations -CHANGING THE ODDS: Twice per week afterschool group sessions
At-risk Health-related Services	N/A

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- meeting monthly with the Health opportunities High School School's Leadership Team on the following dates: September 27, 2010, October 12, 2010, November 9, 2010, December 7, 2010, January 11, 2012, February 8, 2012, March 7, 2012, April 18, 2012, May 9, 2012, June 6, 2012.
- Meeting monthly with the Health Opportunities High School Parent's Association from 6:00-7:30 on the following dates to discuss issues and concerns important to the parents, students and the school at-large: October 5, 2010, November 9, 2010, December 7, 2010, January 11, 2012, February 8, 2012, March 7, 2012, April 18, 2012, May 9, 2012, June 6, 2012.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

Health Opportunities High 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; Fall conference: October 27, 2011 from 5:30 -8:00 PM, October 28, 2011 from 12:30-2:35 PM. Spring conferences: March 29, 2012 from 5:30-8:00 PM, and March 30, 2012 from 12:30-2:45 PM.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting academic and recreational school related events;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to get involved in their child's literacy across all contents
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a monthly school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing regular written communication between the principal and parents in a variety of languages that the parents of Health Opportunities High School speak

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

II. Health Opportunities High School 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 based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when I can and if necessary;
- 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, spends time on the internet 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. Health Opportunities High School 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;
- complete my internships in a timely manner which allows me to fulfill my obligation of a total of 120 hours of service learning/and or internships by graduation date.
- always try my best to learn, and seek academic support/tutoring when find myself struggling or in need of some

**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 Charles Amundsen	District 07	Borough Bronx	School Number 670
School Name Health Opportunities High School			

B. Language Allocation Policy Team Composition

Principal Carron Staple	Assistant Principal Linda O'Connor
Coach N/A	Coach N/A
ESL Teacher Adrian Vazquez	Guidance Counselor Inez Ramos
Teacher/Subject Area Erin Hickey/ ELA	Parent Deidra Grant
Teacher/Subject Area Nodia Chambers/Sp. Ed.	Parent Coordinator Keyla Familia
Related Service Provider Dorline Jean	Other Sandra Haydak/Counselor
Network Leader Jayne Godlewski & Ada Cardova	Other Iyesha Williams/Science

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	600	Total Number of ELLs	63	ELLs as share of total student population (%)	10.50%
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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. 

551aste response to questions 1-6 here

1. Students admitted to Health Opportunities High School from NYCDOE schools regardless of grade at entry carry their ELL designation. The initial identification of a student, on the high school level, who may be an ELL begins when they arrive at the enrollment center. However, when a student arrives at HOP and there is a possibility that the student may be an ELL they are taken to the parent coordinator's office and the ESL certified Administrator is called immediately who then meets with the pupil personnel secretary to check on ATS to see if the student was previously administered the HLIS, LAB-R or the NYSESLAT. If there is no evidence of prior surveys or assessments the parent and the student are immediately given an informal interview by the ESL administrator or the ESL teacher in English and in their Native Language (if assistance is needed to complete the interview in their Native Language the Translation department is contacted for assistance). During the interview the Home Language Identification Survey (HLIS) is explained. Within 10 school days, the HLIS is administered once they have completed the Home Language Identification Survey it is reviewed and if the home language is English, the student receives a general education program. If the home language is a language other than English but the student's primary language is English the student receives a general education program. If the student speaks a language other than English and speaks little or no English they require an initial assessment. The ESL teacher administers the Language Assessment Battery- Revised (LAB-R) to the student. If the student scores Proficient he/she receives a general education program. If the student scores at Beginning, Intermediate, or Advanced Level the student is considered an ELL and receives an appropriate program that includes their mandates. Students will continue to receive their mandates as dictated by the LAB-R until they are reassessed in the spring via the New York State English as a Second Language Achievement Test (NYSESLAT). To ensure that students are programmed correctly to take the NYSESLAT reports from ATS are used (RLAT). If the student scores Proficient he/she will receive a general education program in the fall but will continue to receive their accommodations for two years following the termination of service. If the student scores at Beginning, Intermediate, or Advanced Level the student will continue to receive their mandated service as per their proficiency level.

2. Within ten days in which it is determined that a student has limited English proficiency the parents are given an entitlement letter and the ESL administrator and the ESL teacher together with the parent coordinator and a translator, if needed, meet with the parent to explain the three program choices:

- a. English as a Second Language (ESL) Programs
 - i. Free-standing English as a Second Language Program (English only)
 1. Pull-out: ELL students spend most of their day in a mainstream English classroom and an ESL teacher removes the ELL students from their regular classroom to ESL instruction
 2. Push-in: ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning"
 - ii. Self-Contained ESL classes: ELL students receive all academic instruction during the school day in English as well as receive ESL instruction for three periods for beginners (540 min), two periods for intermediates (360 min), or one period for advanced (180

with the inclusion of and ELA class per day.

- b. Transitional Bilingual Education (TBE) Programs: Academic instruction is in both English and the native language.
- c. Dual Language (DL)/Two Way Programs: Academic instruction during the school day is 50 percent in English and 50 percent in another language.

The legal responsibilities of schools to educate English Language Learner (ELL) students is also explained to the parents and they are made aware of the ASPIRA Consent Decree which mandates that all Spanish-dominant ELLs are entitled to a transitional bilingual education or ESL services and that the Lau Compliance Plan entitles students to bilingual and ESL services if they speak languages other than English and Spanish, and are not proficient in English. They are also made aware that in New York City, on the high school level when there are 20 students in the same grade who speak the same language a bilingual class must be established but if there is an insufficient number of students to form a bilingual class, the school must provide a transfer option to another school that has a bilingual program. If parents decide against enrolling their children in the bilingual program, in other words, "opt out" of the program, their children are placed in a Free-standing ESL (English only) program.

In addition to the explanation the three programs the parents are shown the video from the Office of English Language Learners to further clarify the services available. At this time no new to the country ELL students have been registered at Health Opportunities High School nor do we have sufficient students in the same grade who speak the same language to offer Bilingual instruction but the parent is given the option of transferring.

3. Since there have been no new ELL students to the school the procedures would be as follow: The entitlement letter would be sent to the parents and a copy is also given to the students to take home. To ensure that the parent survey, and program selection forms are returned arrangements would be made on the day when the program choices are explained and there would also be follow-up via the parent coordinator with translation services as needed.

4. Once the student has been identified as an ELL and the LAB-R has been administered as well as graded, the results are used to determine the amount of ESL units necessary to comply with their mandate (Beginner → 3 units, Intermediate → 2 units, Advanced → 1 unit plus 1 unit of ELA). The student is assigned a guidance counselor that reviews their transcripts (if any) to determine their grade as well as the classes needed to fulfill their graduation requirements and then a program is created that includes their ESL mandate, academic classes (Mathematics, Science, History, etc.), Physical Education, and electives (if appropriate). That same day the guidance counselor together with the parent coordinator meet with the parent and the student to discuss the school, their program/schedule, rules/policies, any concerns, Jupiter grades (parent's method to track their child's progress), and any targeted instruction that may be necessary to support the student. The parent coordinator collects and gives information in English and in the family's Native language, with the help of the translation services if needed, to foster communication, a school tour is given, and an appointment is arranged to further discuss any concerns as well as discuss any activities or services within the school or the community that may be of interest to the family.

5. As a trend, the majority of parents seem to have chosen an ESL program rather than a dual-language or bilingual program. For 2010-2011 academic year, out of the 41 students that made up our ESL population, three incoming freshmen from a bilingual NYCDOE middle school wanted a bilingual Spanish program, unfortunately we did not have 20 students in the same grade who spoke the same language at the time. For this school year only one incoming freshman from a NYCDOE bilingual middle school requested a Spanish bilingual program and due to our low numbers it was not available but again the parents were given options and received assistance from the parent coordinator.

6. Yes, the majority choose an ESL program over bilingual or dual-language programs.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12
Page 24

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										6	6	6	6	24
Push-In														0
Total	0	0	0	0	0	0	0	0	0	6	6	6	6	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	18
SIFE	9	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	32

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	17	4	3	14	3	6	32	2	12	63
Total	17	4	3	14	3	6	32	2	12	63

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										28	14	3	6	51
Chinese														0
Russian														0
Bengali										2				2
Urdu														0
Arabic														0
Haitian														0
French										2			1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										5		1	1	7
TOTAL	0	37	14	4	8	63								

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

A. Programming and Scheduling Information

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. Instruction is delivered via an ESL self-contained organizational program model. The program models for Beginner and Intermediate students are heterogeneous in both grade as well as proficiency level whereas the advanced students follow homogeneous proficiency level ungraded model.

2. A student has approximately eight periods a day on their schedule, each period is approximately 45 minutes. Our school uses an ESL self-contained model and ELL students' programs reflect their mandates in the form of periods in which they receive ESL services. A beginner ELL has three periods (out of eight) of ESL classes included in their program aside from their other content area classes, an intermediate ELL has two periods reflected on their schedule, and an advanced ELL has one period of ESL instruction plus one period of English.

1. Due to the nature of our program model (self contained ESL) content area instruction is delivered in English with an emphasis on front loading vocabulary and using visuals to support the language learning process.

2. All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the LAB-R must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services.

5. Differentiating instructions to ELL subgroups is important in order to address the diverse academic needs of each individual student. Students in various ELL subgroups require differentiation in their instructional plans that accommodate their specific intellectual needs.

a. SIFE students require a comprehensive approach that builds on the student's existing ways of learning and communicating. Scaffolding strategies such as modeling language, bridging information and expanding prior knowledge, contextualizing new concepts with a sensory environment, and increasing metacognitive development assist SIFEs during their transition into English Language instructions. These scaffolding strategies are temporary and should be dissociated at a time when they are no longer necessary. The use of cognates from a student's native language to English also helps increase vocabulary and language comprehension skills.

b. ELL students with less than three years in US schools require instructional plans that focus on their limited or restrictive English Language skills. Strategies such as increasing vocabulary and identifying sight words, effectively reiterating grammatical rules and principles of the English Language, guided practice, expanding critical reading skills and providing native language support supplements ESL approaches to those students with limited English proficiency. Pairing newcomers amid students with higher English Language proficiency levels and students that share their native language helps students learn from one another. This strategy provides peer mentoring opportunities for both newcomers and higher language proficient students. Also, encouraging verbal communication in English, modeling the proper use of language and grammar, and strengthening reading fluency are also essential for newcomer ESL students.

c. ELL students receiving service 4 to 6 years frequently require assistance concerning the improvement of their reading and writing skills. Although these students may encompass adequate basic interpersonal communication skills in English, these students lack cognitive academic language proficiency which is essential for the achievement of a higher education. Stressing language fluency, grammatical, and

A. Programming and Scheduling Information

writing skills are central to the academic success of these students.

d. Long-term ELLs, which have completed 6 years of ESL instruction, require instructional plans that focus on strengthening written communication. Reading comprehension and oral expression are stressed and thoroughly assessed and evaluated.

6. Teachers of ELL-SWDs use many strategies to accelerate English language development and provide access to academic content areas. ESL teachers continuously communicate with common area and special education teachers to support the students' academic progress outside the ESL classroom. ESL teachers also reinforce grade-level material taught by special education and common core teachers with the use of targeted intervention and additional instruction.

7. In order to accommodate the diverse necessities of ELL-SWDs, teachers differentiate instruction in order to meet the various needs of each student. These differentiations are based on collaborations between the administration, ESL and special education teachers, and common core teachers. In addition to differentiation, our school assists our ELL-SWD students by compiling students' schedules in a manner that best fits their academic needs. Extra support, targeted intervention, and after school programs offer additional opportunities for added academic assistance.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

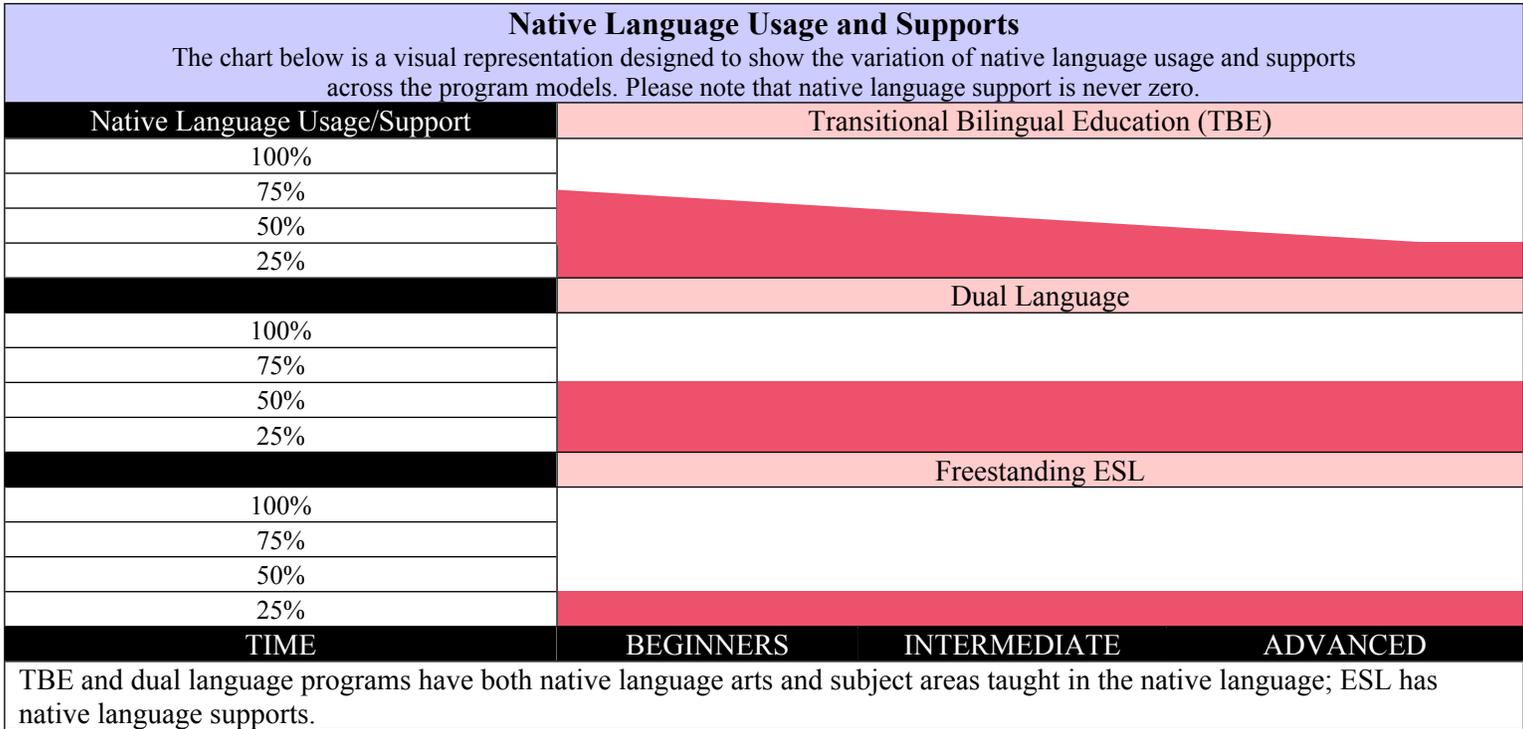
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



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?

Paste response to questions 8-17 here

8/9. The ESL teacher, recognizing that many ESL students struggle particularly in Social Studies and Sciences, and is setting up in-class tutorials modeled after AVID tutorials. The students are also offered tutoring from the the LAP team in History, Integrated Algebra, Living Environment, and Earth Science as well as support for those students that also require special education services.

10. It has been considered and discussed that the ELL students would benefit, next semester, if the ESL teacher would push-in to the living environment class to service the ELL students more effectively.

11. N/A

12. All students, without exclusion, are afforded equal access to all school programs. All of our students, including Special Education and ELL students are required to perform volunteer work in the community through our health internship programs. We currently have over twenty partnerships with community organizations and health care facilities. We also encourage our students to take advantage of extra-curricular activities, many of which are sponsored by our community-based organizations (such as CHAMPS, SOBRO, and Citizens' Advice Bureau).

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)?
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10. It has been considered and discussed that the ELL students would benefit, next semester, if the ESL teacher would push-in to the living environment class to service the ELL students more effectively.
11. N/A
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13. The ESL teacher models what is to be taught and encourages participation from all the students through hand-on activities as well as other tools that ensure positive interactions. The class is equipped with a laptop cart, video camera, audio books, a smart board, projector, leveled library, charts, maps, and an alternate placement paraprofessional that support the students with disabilities.
14. As per data, the most common language other than English in our school is Spanish. Therefore, students receive Free-standing ESL and native language support is offered ranging from level one to Spanish literature.
15. Students receive academic materials that are rigorous as well as age and grade level appropriate. scaffolding is used to build the students' academic abilities.
16. Before the school year begins ELL students are encouraged to come and visit the school. In August they are offered an orientation and a tour, by current and former ELLs as well as other bilingual students from AVID and/or the Honor Society, of the offices as well as the classrooms and the cafeteria. Questions are answered and students meet their classmates as well as acclimate to their new school environment.
17. The only language elective offered is Spanish Literature.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

1. During our Professional Development days, school personnel will work together to identify vocabulary and develop instructional strategies geared towards ELL students. One of our focus groups for this year's Inquiry Team is intermediate ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier two and three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students. In addition, the ELL teacher along with the members of the inquiry team will attend ICI LSO ELL Teacher Series entitled Pathways to Academic English for ELLs workshops for ELL vocabulary acquisition. The team, during professional development, will turn-key what they have learned and share strategies from these workshops with the content-area teachers working with ELLs.

All ELL personnel participate in workshops and presentations (facilitated by the ICI LSO during professional development days as well as off site) which include working on building academic language in the content classrooms using strategies by Jeff Zwiers as well as presentations by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance. These workshops offer many practical activities and classroom examples as well as a wide range of tips to help teachers integrate language development into content area instruction and assessments.

3. School personnel, including guidance counselors, are provided workshops and support by the ISC and the ICI LSO to assist ELLs as they transition into high school. Personnel are also provided with time to case conference and discuss the particular needs of individual students.

All personnel participate in workshops (facilitated by the ICI LSO during professional development days to comply with the ELL training as per Jose P.) which include working on building academic language in the content classrooms using strategies by Jeff Zwiers as well as by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance in the following areas:

- a. Developing an additive approach that builds on students' existing ways of learning and communicating
- b. Modeling and scaffolding language used by content area materials in language arts, history, science and math
- c. Designing effective assessments and lessons with language in mind
- d. Strengthening the intertwining strands of language, literacy, and content learning
- e. Deconstructing "juicy" paragraphs and sentences using Tier II words to learn Tier III vocabulary

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?

Paste response to questions 1-4 here

1. ELL parents are highly involved in their children's education at Health Opportunities High School. They participate in school activities, parents' association meetings, School Leadership Team Meeting, various workshops, volunteering, attending school conferences as well as supporting events to enrich their children's learning achievement. The school encourages parents to share their time, skills and talents.

2. The school provides parents with translation services as well as educational opportunities such GED and ESL classes.

3. Both quantitative and qualitative approaches are implemented in order to assess parents' needs. These approaches consist of distribution of surveys, meetings held with the administration and LAP team. The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community.

4. The needs of the parents are addressed by creating professional developments, forums, events, cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. We have determined through our survey that the majority of our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages.

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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?
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4. The needs of the parents are addressed by creating professional developments, forums, events, cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. We have determined through our survey that the majority of our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages.

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)										6	1	0	0	7
Intermediate(I)										18	7	1	1	27
Advanced (A)										13	6	3	7	29
Total	0	0	0	0	0	0	0	0	0	37	14	4	8	63

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	0	0
	I										5	1	0	1
	A										14	2	0	1
	P										17	11	3	6

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B										5	1	0	0
	I										19	7	1	1
	A										11	6	2	7
	P										2	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		7	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	56		9	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	11		4	
Living Environment	51		13	
Physics				
Global History and Geography	27		5	
US History and Government	44		5	
Foreign Language			9	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

- HOP uses the NYSESLAT, Scantron, Acuity and teacher-made assessment to assess the literacy skills of our ELLs. This data informs us that students struggle with comprehending tier two and three vocabulary. In addition, they struggle with inferencing and drawing conclusions. In their writing, they have difficulty supporting claims with sufficient evidence. This tells us that we need to a) intensify vocabulary instruction across the curriculum and require students to use the vocabulary in their writing and speaking. b) do more

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Health Opportunities High Scho		School DBN: 07x670	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carron Staple	Principal		1/1/01
Linda O'Connor	Assistant Principal		1/1/01
Keyla Familia	Parent Coordinator		1/1/01
Adrian Vazquez	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X670 **School Name:** Health Opportunities High School

Cluster: 02 **Network:** 206

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.

Health Opportunities High School determines the primary languages spoken by our school community through a variety of practices. First, the Pupil Personnel Secretary, Parent Coordinator, and Assistant Principal review the necessary ATS reports including the RHLA which provides us with an exact breakdown of the home languages. Additionally, during the new student orientations, all incoming ninth graders are provided with and required to complete an emergency contact blue card which includes an area for parents to note their preferred language of communication. Furthermore, before each parental conference throughout the school year each parent or guardian is required to review and update the existing blue card on file before proceeding to speak with their child's teachers and guidance counselors.

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 majority (310) of the (600) families in our school community are English speaking according to our updated ATS records (RHLA) which is shared with the staff. In addition, there are 235 families where Spanish is the identified home language. The remainder of the languages identified included but were not limited to several African as well as Asian languages.

Part B: Strategies and Activities

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

Most relevant information is communicated to the parents via their preferred language with the assistance of the Translation and Interpretation Unit which provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services and occasionally, if necessary, some documents can be translated to Spanish, French, Hindi, and Urdu on site. Furthermore, many of the critical communications that are sent to the parents are centrally produced in the nine most common primary languages.

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.

Staff members complete a language survey and whenever possible act as translators that can be made available on an as needed basis throughout the school year to best serve everyone. Additionally, relevant information is communicated to the parents via their preferred language, if needed, with the assistance of the Translation and Interpretation Unit which provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services. At times parents choose to rely on an adult friend of relative for assistance, however, when student achievement and or conduct is being discussed said companion must be an individual over eighteen and may not be enrolled at the school.

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>.

With support from the DOE, we inform parents of their rights regarding translation and available services.
With support from the DOE, we use wall displays and other mechanisms to inform parents of their rights regarding translation services

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: Health Opportunities HS	DBN: 07X670
Cluster Leader: Charles Amundsen	Network Leader: Jayne Godlewski/Ada Cordova
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: 63 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 checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

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:

Health Opportunities' ELL population is quite diverse not only culturally but academically as well. Although it is a given that students are at different ELA proficiency levels and stages of language acquisition they also differ in academic functioning levels which is evident from their NYSESLAT scores. The data indicates that students struggle and/or stall with the reading and the writing sections, respectively, but have shown progress in the listening and speaking sections of the test. Students receive instruction that incorporates the four modalities of the NYSESLAT. The ESL Teacher (Mr. Vazquez) periodically has individual conferences with students, regarding their strengths and weaknesses in relationship to the ELA and NYSESLAT Exams as well as their progress in their classes. As a result of the academic needs of our students the school has changed their schedule to allow time on Tuesday and Thursday for at risk students to receive an additional 100 minutes of targeted instruction. During the allotted time the ESL teacher will use Scholastic's English 3D, which supports ESL students at all language proficiency stages especially long-term English learners and can be used in Small-Group Instruction to support or extend the learning process after lessons, helping students master the academic language, vocabulary, and grammar they need to reach grade-level standards. English 3D is designed to accelerate language development, ensuring all students are on a path towards college readiness. The Planning Guide offers the teacher an overview of both the lesson and academic language objectives that foster students' development of vocabulary, writing, speaking, and listening skills. A clear scope and sequence supports instruction as students move to more advanced proficiency of language development.

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:

Health Opportunities High School has, embeded within their SBO schedule, time for professional development every Wednesday for approximately an hour and a half. The Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction

Part C: Professional Development

strategies for teaching English Language Learners. There will also be Professional Development on how to prepare English Language Learners to succeed under the common core learning standards. These workshops will be given or facilitated by our network (CFN 206). The ESL teacher will also attend, through Scholastic, professional development (Evidence-Based Principles to Guide English Language Development in the Era of Common Core State Standards) by Dr. Kate Kinsella, author of English 3D. In addition, he will attend monthly professional development facilitated by our CFN and presented by Faye Pallen as well as the PD given by the Office of English Language Learners on the NYSESLAT and the LAP.

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:

ELL parents are highly involved in their children's education at Health Opportunities High School. They participate in school activities, parents' association meetings, School Leadership Team Meeting, various workshops, volunteering, attending school conferences as well as supporting events to enrich their children's learning achievement. The school encourages parents to share their time, skills and talents. The school has provided parents with translation services as well as educational opportunities such GED and ESL classes. Both quantitative and qualitative approaches are implemented in order to assess parents' needs. These approaches consist of distribution of surveys, meetings held with the administration and LAP team. The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community. The needs of the parents are addressed by creating professional developments, forums, events, cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments.

Part E: Budget

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

Allocation Amount: \$11200

Part E: Budget

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

Allocation Amount: \$11200

		desktop computers for student station use. (5@\$941)
TOTAL	\$11200.00	