



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL FOR MEDICAL PROFESSIONS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K633

PRINCIPAL: JOSEPH SCARMATO

EMAIL: JSCARMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Joseph Scarmato	*Principal	
George Kuzar Jr.	*UFT Chapter Leader	
Tracy Clouden	*PA/PTA President or Designated Co-President	
Silvia Termini	DC 37 Representative, if applicable	
Samira Felix	Student Representative	
Tanzeen Sultana	Student Representative	
Joe Rizzi	CBO Representative, if applicable	
Pauline O'Brien	Member/Assistant Principal	
Sean Reynolds	Member/Parent	
Allison Hagan	Member/Parent	
Ligoria Berkley-Cummins	Member/Parent	
Dr. Abimbola Alabi	Member/Parent	
Brian Ostyn	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, instructional leaders, Principal, Principal intern and Assistant Principal's will conduct short and frequent formative observations for each teacher using selected components of a research-based rubric to provide meaningful feedback. A research-based rubric will be used for developing all teachers with a focus on 1e., 3b. and 3d.

Comprehensive needs assessment

- The Common Core State Standards are the culmination of an extended, broad-based effort to fulfill the charge issued by the state of New York to create the next generation of 9–12 standards in order to help ensure that all students are college and career ready in literacy with a specific focus on CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence; CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.; and CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Instructional strategies/activities

- Teachers self-assess on selected components of a research-based rubric.
- Grade team leaders committee develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric.
- APs develop PD plan for teachers in professional planning periods to continue the integration of selected components of a research-based rubric (Department meetings);
- School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric.
- Network Support and AUSSIE Consultants develop a PD plan that integrates instructional strategies while using a research-based rubric to incorporate instructional skills.

Strategies to increase parental involvement

- Use of electronic communication
- Workshops to inform parents about curriculum, common core learning standards and college and career readiness
- Frequent reporting of student progress
- Parent Association meetings and events
- Observing best practices from other district high schools
- Career Day, *Parents as Learning Partners* with parent as participants to highlight the value of education

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Parent coordinator, parent association, student council, college advisor, partnerships with health professionals, Global Kids, Urban Arts Partnership, SAPIS Worker, administration, school based staff

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

By June 2013, 90% of teachers will have implemented 6 performance based tasks in all content areas, embedded in at least two Common Core aligned units of study with a specific focus on with a specific focus on CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence; CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.; and CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Comprehensive needs assessment

- Looking at student work, we are moving to address literacy areas that are deficient in Common Core Learning Standards. Using information from Regents exams and internal assessments such as mock Regents exams and classroom assessments, we have assessed that our students do not consistently use graphic organizers to outline their thoughts nor do they utilize outside evidence to support their claim or counter claim.

Instructional strategies/activities

- Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence to showcase performance tasks.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers meet weekly in grade teams to assess student work and plan lessons that demand evidence to support a claim and culminate with performance based tasks.
- Teachers mostly meet 4 times weekly in department teams to assess student work and plan lessons that demand evidence to support a claim & counterclaim and culminate units of study with performance based tasks.
- Teachers meet 4 times weekly in department teams to develop a rubric to assess the use of evidence to support a claim and project based tasks.
- Professional development by instructional leadership, grade team leaders and network staff on looking at student work, performance based assessment tasks (PBAT), differentiated assessments and universal design for learning (UDL).
- Maximize the presence of our partner-Urban Arts Partnership to offer services for students and parents through an integration of performing arts across curricula and measure student performance through dance literacy.
- A.U.S.I.E consultants' professional support on development of performance tasks in CCLS.

Strategies to increase parental involvement

- Use of electronic communication
- Workshops to inform parents about curriculum, common core learning standards and college and career readiness
- Frequent reporting of student progress
- Parent Association meetings and events
- Observing best practices from other district high schools
- CCLS aligned Project P.A.L. night, science night, *Students as Leaders* – curriculum night, performance task presentation
- Dance Troupe performance for families

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Parent coordinator, parent association, student council, college advisor, partnerships with health professionals, Global Kids, Urban Arts Partnership, SAPIS Worker, administration, school based staff

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 2013, there will be a school wide focus (80%) of universal design for learning through short and frequent observations, formal and informal observations.

Comprehensive needs assessment

- After analyzing teacher item skill analysis of past Regents exams and aligning results from performance series and acuity, curriculum will be modified to inform instruction and diversify teaching and learning styles allowing for multiple entry points to the curriculum for each student.

Instructional strategies/activities

- Common core state standards in all curricula
- Targeted instruction on Essay writing skills to 9th through 12th grade students with special needs, ELLs and Black students will support an increase in proficiency in overall writing ability, vocabulary development that is academic specific and SAT driven.
- Common planning with ELA, Science, Math, History, ESL and special education teachers
- PD on Essay writing, looking at student work, utilizing student centered rubric for ongoing assessment and revision of practice
- Homework assignments to reinforce the concepts presented in class.
- Use of internet sites such as: castlelearning.com; aolatschool.com; hotmath.com; webspiration.com, etc.
- Homework help, tutoring and study hall periods.
- After school instructional programs for intervention. For example: Classroom Inc; tutoring.
- Professional development for teachers by subject area. For example: analyzing student work and UDL using AUSSIE consultants.
- Collaborative team focus: weekly meetings to analyze teacher practice through a researched based rubric and aligned to the citywide instructional expectations.
- Common assessment across grade level in every subject.
- Network, Faculty, Grade team PD participation on UDL
- Principal and Assistant Principals assessment and feedback on UDL strategies planned in curriculum and used in the classroom via pre-observation conferences, formal and informal observations, post-observation conferences, brief and frequent observations and feedback.
- Teacher led presentations at meetings on UDL.

Strategies to increase parental involvement

- Use of electronic communication
- Workshops to inform parents about curriculum, common core learning standards and college and career readiness
- Frequent reporting of student progress
- Parent Association meetings and events
- Observing best practices from other district high schools

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Parent coordinator, parent association, student council, college advisor, partnerships with health professionals, Global Kids, Urban Arts Partnership, SAPIS Worker, administration, school based staff

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

By June 2012, 90% of HSMP senior students will achieve graduation requirements by accumulating necessary credits and passing the required Regents exams.

Comprehensive needs assessment

- Graduation rate is a fundamental indicator of whether or not the High School for Medical Professions is meeting its' mission: there will be an 85% graduation rate.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Humanities teachers will implement an interdisciplinary approach, through the common core state standards and common planning and educational consultants, to create relevancy for students and build upon each content area to enhance and deepen literacy comprehension.
- Teacher support through formal and informal observations using Danielson's Framework for Teaching rubrics
- Data Mining: through Teacherease, acuity, performance series, mock regents exams, ARIS and teacher created assessments data will be used to inform teachers of student's needs and differentiate lessons while modifying curriculum.
- AUSSIES will support Curriculum development
- Differentiated planning and instruction
- Professional Development: data retrieval, access and interpretation; backward design planning; differentiation of instruction; classroom management; protocols to increase pedagogical effectiveness; CTT models of instructions.
- Department Common Planning: 4 times/week.
- Grade team meetings: weekly (2 periods)
- Inquiry team focus: weekly meetings to analyze student work of senior students needing to satisfy one or more Regents exams to meet graduation criteria

Strategies to increase parental involvement

- Outreach to parents regarding graduation progress using phone messages, letters and e-mail
- Meetings with parents to solidify the involvement with progress to graduation
- College advisor will meet with families and students to provide guidance
- FAFSA workshops to guide families and students

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Parent coordinator, parent association, student council, college advisor, partnerships with health professionals, Global Kids, Urban Arts Partnership, SAPIS Worker, administration, school based staff

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Regents Preparation	Small group, tutoring, extended day	During the school day, after school,
Mathematics	Regents Preparation	Small group, tutoring, extended day	During the school day, after school,
Science	Regents Preparation	Small group, tutoring, extended day	During the school day, after school,
Social Studies	Regents Preparation; Fresh Prep™	Small group, tutoring, extended day	During the school day, after school, Saturday classes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interborough; School Psychologist; Social worker; SAPIS worker. Services provided to meet IEP mandates.	Small group, one-on-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

School administrators attend hiring fairs and work in close collaboration with Teacher Recruit Select. Interviews are conducted with a committee of pedagogues and administrators. Rubrics are used to assess candidate skills during the interview. Portfolio's are reviewed and select candidates are invited to teach a demonstration lesson.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Chris Groll/Gillian Smith	District 18	Borough Brooklyn	School Number 633
School Name High School for Medical Professions			

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

Principal Joseph Scarmato	Assistant Principal Pauline O'Brien
Coach N/A	Coach N/A
ESL Teacher Simeon Boyar	Guidance Counselor N/A
Teacher/Subject Area Jude Jolibois/Social Studies	Parent Tracy Clouden
Teacher/Subject Area Brian Ostyn/English	Parent Coordinator Maryann Ruggiero
Related Service Provider George Kuzar	Other
Network Leader Gillian Smith	Other

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	1
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	461	Total Number of ELLs	15	ELLs as share of total student population (%)	3.25%
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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. [🔗](#)

As part of the admission process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an informal oral interview with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by a teacher who speaks the parent's native language (French, Haitian Creole or Spanish). In the case of languages that we cannot accommodate in our school we have protocols in place to reach out for translation assistance. If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed to receive ESL services based on the results. A letter is sent to the parent informing of the child's ESL identification, placement, and enrolment in the relevant program.

If a Spanish speaking student is eligible and places into ESL based on the LAB-R, the Spanish LAB is administered.

Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible. We have not received parent requests for other ELL programs. If another program is chosen, we will work with the parent to find the nearest school that has the requested program.

The Parent Coordinator, who has been trained on administration of the HLIS, and in conjunction with pedagogues fluent in Spanish, French, or Haitian Creole, is responsible for the administration of the Home Language Identification Survey. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission by the ESL teacher. Entitlement letters, parent surveys, and program selection forms are distributed by, and returned to the parent coordinator. Any parent who does not return the forms is called by the parent coordinator. The same procedures are followed with entitlement letters. Since we have only had requests for ESL, we honor parents choice. Parents are contacted in English, Spanish, French, and Haitian Creole by pedagogues. The entitlement letters are also available in these languages. Each student is prepared by general education teachers and the ESL teacher for the NYSESLAT. Instruction is tailored individually by using the data generated by the exam.

The ESL program at this schools aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is continuous and collaborative. The students are identified as eligible based on the ATS NYSESLAT eligibility report (RLAT), which is monitored throughout the year. The ESL teacher administers the exam by modality; individual speaking, listening, reading, and writing. Any students who are absent will make up the part(s) missed upon their return.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In										5	5	5	5	20
Total	0	0	0	0	0	0	0	0	0	5	5	5	5	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	3
SIFE	4	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	5

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. [i](#)

	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	8	2		2			5	1		15
Total	8	2	0	2	0	0	5	1	0	15

ELLs by Subgroups										
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	Total	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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										1	3		2	6
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian										1	3			4
French												2	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other											1			1
TOTAL	0	2	7	3	3	15								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

**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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The number of ELL students is relatively small (15 students ranging from Grade 9 to Grade 12). We have primarily adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in all of our classrooms. Each of our grades has one section where the ELL and former ELL's travel together for much of the day. In this way we provide the ESL students with the mandated number of minutes as stated in New York State Chancellor's Regulations Part 154. The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms. In this way, we ensure that all students are seen for the mandated number of minutes, with advanced students having 180 minutes of esl and beginning students having 360. Two of these are in a 50 minute pull-out, three are in Global History, and the remaining minutes are in ELA.
- Programming Special Needs and SIFE ELLs in Integrated co-teaching classrooms
- Collaborative planning between the ESL and content area teachers. Use of SmartBoards and other technology in each classroom.
- Scaffolding in instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
- Regular conferencing between ESL and content area teachers on challenging material and how we may simplify concepts to increase comprehension.

To ensure that ELL-SWDs receive their mandated services, the IEPs are made available to all teachers. The special education team follows up to make sure that the services continue to be received. The ESL teacher delivers services as per IEP, whether bilingual or ESL. In order to meet the least restrictive environment, ESL is delivered to ELL-SWDs in the content area, specifically Global History.

For ELLs who have been in the country for 4-6 years, we offer:

- Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms to ensure native language support.
- Translated content area instructional materials.
- Conferencing with ELLs in and out of classroom.
 - Assessment through formal and informal assessments, and running records.
 - Use of a variety of high interest texts, vocabulary, listening and speaking activities as well as free and guided writing exercises.

For long-term ELLs, we offer:

Use of material to familiarize ELLs with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).

- Extended time opportunities for students such as after-school classes in content area classes.

A. Programming and Scheduling Information

- AIS through use of a reading and writing program (Scobre Press and Rosetta Stone)

To serve our newcomers, content is delivered in English with instructional materials providing native language support. Our ESL teacher is trained in QTEL strategies and he plans with his collaborative teachers to infuse these strategies in lesson planning and delivery.

For evaluation, we order Regents where available in students native language. They are also provided with glossaries and word to word dictionaries. We also have the capability to offer evaluation in Spanish and where necessary we have two staff members who are able to translate into Creole where necessary. In addition, we have access to translation services provided by New York City Department of Education. There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies, math and science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment and are encouraged to use the translate services, for example Google, on the computer to find information relevant to their studies.

All ELLs (intermediate and advanced) in the Free Standing ESL classroom, this being the only program that we offer, are fully served according to the mandated number of instructional minutes to be provided. This is done through use of the mandated 37½ during the school day, after-school tutoring and push-in in content area classes as well as pull-out of students, in accordance with content teacher's request, for individual attention.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive testing accommodations such as extra time, separate location and use of glossaries and dictionaries. This will continue as long the students need such accommodations but not for more than two years. Families of new ELL's are afforded the opportunity to attend workshops.

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

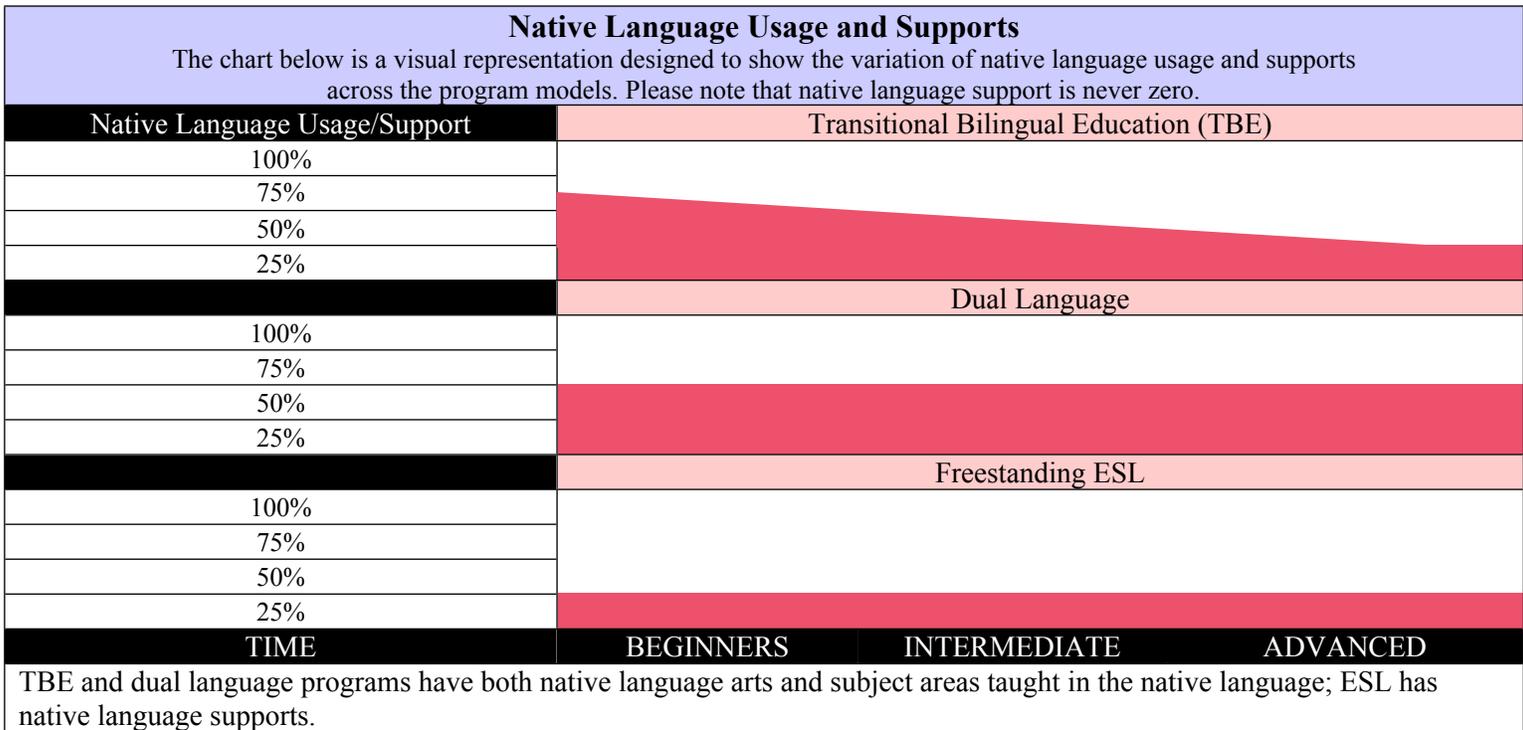
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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?

Because the ELL population is small, ranging from Grade 9 to Grade 12, HSMP currently mainly offers a Push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms. In this way, the teacher is able to target interventions in all subject areas in small groups. After school tutoring is available in all subjects as well.
 - Programming Special Needs ELLs in Integrated co-teaching classrooms
 - Collaborative planning between the ESL and content area teachers. Use of SmartBoards and other technology in each classroom.
 - Scaffolding in instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
 - Regular conferencing between ESL and content area teachers on challenging material and how we may simplify concepts to increase comprehension.
 - Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms to ensure native language support.
- Translated content area instructional materials.
- Conferencing with ELLs in and out of classroom.
 - Assessment through formal and informal assessments, and running records.
 - Use of a variety of high interest texts, vocabulary, listening and speaking activities as well as free and guided writing exercises.
 - Use of material to familiarize ELLs with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).
 - Extended time opportunities for students such as after-school classes in content area classes.
 - AIS through use of a reading and writing program (Scobre Press - a new program this year and Rosetta Stone)

All ELLs are offered the same opportunities, before after and during instructional hours. These activities include various clubs and tutoring in all subjects.

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies, math and science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment and are encouraged to use the translate services, for example Google, on the computer to find information relevant to their studies.

All ELLs (intermediate and advanced) in the Free Standing ESL classroom are fully served according to the mandated number of instructional minutes to be provided. This is done through use of the mandated 37½ during the school day, after-school tutoring and push-in in content area classes as well as pull-out of students, in accordance with content teacher's request, for individual attention.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive testing accommodations such as extra time, separate location and use of glossaries and dictionaries. This will continue as long the students need such accommodations but not for more than two years. An effort is made to keep these students in many of the same classes

as current ELLs. Families of new ELL's are afforded the opportunity to attend workshops.

The required services support ELLs by providing them with opportunities and resources necessary to bring them to a level equal to or greater than their peers.

Spanish is offered to all students, including ELLs, in their sophomore year

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.

In order to address the minimum 7.5 career hours of ELL training for all staff per Jose P., the school offers an ESL-themed workshop on Chancellor's Professional Development Days in order to increase awareness of the needs of LEP students and to infuse ESL methodologies into general education classes. "Assisting the ESL Student in Your Classroom: ESL Strategies to Promote Student Achievement." Past workshops have included: "ESL Strategies to Promote Student Achievement," "Culture and Cultural Diversity," "Differentiated Instruction for ELLs," "Second Language Acquisition," and "The Identification and Placement of ELLs." After every administration of the ELA Regents examination, all English teachers engage in data analysis of the performance of the subgroups, including the ELLs, on the examination. English and ESL teachers are utilizing a common period one day a week to form an inquiry team around long-term ELLs who are about to graduate but who have still not passed the ELA Regent's Examination.

PD is spread out over Election Day, Brooklyn Queens Day, and various other days throughout the year. All staff and administration attends professional development.

Staff is provided with instructional strategies in order to help ELLs transition to high school.

Records are kept on file with Assistant Principal and pedagogues.

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?

Parent involvement is encouraged and welcome at the High School for Medical Professions. All parents, including parents of ELLs are automatically members of the Parent Association (PA) and are encouraged to attend activities and meetings. The parent coordinator's office is a welcoming place for ELL parents where they can receive information on services provided by our CBO, The Federation of Italian American Organizations. Parent needs are evaluated through frequent outreach and the use of our electronic gradebook as a means to communicate with administration and teachers.

Parents are involved in school choice. The ESL teacher maintains phone and e-mail contact through the year.

Translation is provided through the department of education and pedagogues who are fluent in the families' native language.

The parents' needs are evaluated through the use of surveys, such as the HLIF and parent choice surveys, as well as conferences with the parent coordinator.

At enrollment, parents meet with the staff from our school. They are invited to the school for conferences as appropriate.

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)										1				1
Intermediate(I)											4	1	2	7
Advanced (A)										2	3	1	1	7
Total	0	0	0	0	0	0	0	0	0	3	7	2	3	15

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	1	1	1		3
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	1		1		1				3
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	1		1		1				3
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	0	1	0
Integrated Algebra	12	10	3	2
Geometry	6	0	2	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology	0	0	0	0
Chemistry	5	4	2	1
Earth Science	0	0	0	0
Living Environment	9	8	4	3
Physics	0	0	0	0
Global History and Geography	3	3	1	1
US History and Government	11	9	3	2
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

In addressing the early literacy skills, our school uses running records and the NY performance series. The data shows a spectrum of literacy abilities, aligned with proficiency level. The advanced students show greater literacy.

The ESL program at this schools aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is continuous and collaborative. Students are assessed using running records and an item analysis is conducted on each of their Regents exams

to identify their areas of weakness. End of year analysis is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2011, the ESL students are mostly at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is generally good, there is room for improvement. We have shown NYSESLAT progress in the tested areas for all of our students except one student who went from advanced to intermediate.

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
- Close collaboration between the ESL teacher and content area teachers on identifying and correcting specific deficiencies in individual students.
- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.
- Use of ESL dictionaries (Longmans Dictionary), and glossaries in a print-rich classroom environment.
- After school tutoring
- Academic intervention as required to foster students' academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in mathematics.
- Providing opportunities for negotiating academic language in all content areas

All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

Most students at our school score in a similar range whether they are tested in English or in their native language. We provide native language tests as available.

The ELL periodic assessments are used to implement strategies in the classroom. These strategies cover the areas identified as in need of intervention, most often reading and writing. Each student is evaluated individually and their needs are considered in lesson planning and implementation.

Our success is measured through the data available on NYSESLAT, regents, and classroom observations.

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.

Our use of Backward Design enables our ESL teacher to fully support our students with their academic success. There is constant communication between teachers and students and teachers and families. We are always looking for ways to innovate and expand our instructional capabilities to ensure the success of our students.

Part VI: LAP Assurances

School Name: HS for Medical Professions

School DBN: 18K633

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Scarmato	Principal		11/22/11
Pauline O'Brien	Assistant Principal		11/22/11
Maryann Ruggiero	Parent Coordinator		11/22/11
Simeon Boyar	ESL Teacher		11/22/11
Aliette Laplanche	Parent		11/22/11
Jude Jolibois	Teacher/Subject Area		11/22/11
Brian Ostyn	Teacher/Subject Area		11/22/11
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
Gillian Smith	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 18K633 **School Name:** High School for Medical Professions

Cluster: 4 **Network:** 403

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.

School assessment was based on Home Language Identification Survey's and BESIS reports. We also ask parents to fill out the parents preferred language form so we can identify what language they would prefer to receive information in.

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.

A review of the RHLA report from ATS shows that for our ELL students languages spoken are Creole, French, Spanish, and Twi. Our overall student population identify's a home language of English with Spanish and Haitian Creole as languages of highest incidence among families who speak a language other than English in the home. This information is reported to the school community during informational sessions for prospective and new students and families are aware that they can receive student handbooks in Creole and Spanish and additional information in languages that are available from the Department of Education or oral translation services as required.

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.

Student handbooks have been translated into Creole and Spanish which are the languages that are most spoken in non-native English households. In addition, we have staff members who speak Creole and Spanish and will translate when necessary. When documents need to be translated, the parent coordinator ensures that letters are printed and mailed in the appropriate language or that a time is established for interpretation assistance if needed. Translation services are processed through the vendor recommended by the Translation and Interpretation Unit.

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

Oral interpretation services are provided by school staff or by calling the translation and interpretation unit during school hours.

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>.

We provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

We post in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

When necessary, we obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and post and provide such forms in accordance

with regulations.

The Department of Education's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.