



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ACADEMY FOR HEALTH CAREERS

DBN : 17K751

PRINCIPAL: DEONNE MARTIN

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SUPERINTENDENT: MS. KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deonne Martin	*Principal or Designee	
Trevor Powell	*UFT Chapter Leader or Designee	
Barbara Gordon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tiffany Gordon Kaylah Hutson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Yvette Hutson	Member/	
Raman Brar	Member/	
Tanya Taylor	Member/	
	Member/	

** 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, 70% of students taking Regents examinations will earn a minimum score of 70%.

Comprehensive needs assessment

- Students in the 9th, 10th and 11th grades will be taking Regents examinations in June 2013. All 9th grade students will be taking the Living Environment Regents examination. Ninth and tenth grade students who are programmed for Integrated Algebra (MES33) and Integrated Algebra (MES32) will be scheduled to take the Integrated Algebra Regents examination in June 2013. All 10th grade students will be scheduled to take the Global Studies Regents and Chemistry examinations. Tenth and eleventh grade students will be taking the Geometry examination. Selected 11th grade students will be taking the Physics examination.

Instructional strategies/activities

- The principal shares her vision on students' Regents passing rate with staff. A Regents Readiness team will be created. Regents passing rate issues will be examined using an Inquiry Team process approach.
- The staff will receive a copy of the 8th grade reading and math scores as well as the results of Acuity and the Baseline Assessments administered to students upon entering AHC for the class of 2016. The staff will study and evaluate the results. The staff will also receive a copy of the subject specific grades for the 10th grade students.
- The staff will classify students as: (a) students on target (b) students almost on target, and (c) students off target. Teachers will identify possible "peer tutors" to work with students who are almost on target or off target.
- The parents of students identified as almost on target or off target will be notified of this extra support that will be given to their respective child and how their role as parents can be part of the process.
- The Regents Readiness Team will establish a culture of high learning standards for all students and organize curriculum, instruction and assessment around them.
- All staff will be involved in the Regents readiness initiative. Staff will contribute in the following ways:
 - Teachers will use a hands-on exploration approach and make real-world connections
 - Review incorrect answers and help students understand why they made the mistakes
 - Teach students to review class notes on a daily and weekly basis
 - Teach, review and assess test taking strategies
 - Conduct timed activities and test situations and simulations
 - Provide students with a variety of opportunities to find solutions to problems
- All teachers who teach a class that will terminate in a Regents examination in June 2013 will utilize the following strategies:

- Create assessments that reflect the format of Regents examinations including exam directions, number of questions, type of questions, time constraints and scoring
 - Provide multiple opportunities for students to solve Regents problems in the classroom, laboratory and at home. Integrate Regents questions and tasks into projects, quizzes, exams and class activities.
 - Utilize sample Regents questions, old Regents examinations and scoring keys as teaching resources, practice exams and review material
 - Employ online learning centers that will help students prepare for the Regents examinations
 - Integrate Regents Review live that features streaming video review classes
 - Use Interactive review quiz sites
- The Regents Readiness Team will review the first marking period grades to evaluate the status of all students. Special attention will be given to the struggling students. The Regents Readiness Team will complete a Learning Profile Sheet that analyzes students' strengths/deficits in the areas of literacy and mathematics.
 - Teachers will meet and confer with each other to specifically design a plan for each student in their respective cohort, and to complete the "Data to Action" feedback sheet. The "Data to Action" sheet will capture the work done and help teachers identify the next steps.
 - The Regents Readiness Team will be given the meeting schedule. Teachers will meet twice monthly or at minimum, once monthly. Teachers will be informed of their responsibilities as team members and the protocols for the meetings will be established. Analyzing data, viewing student work samples and reviewing respective anecdotal are some of the expected activities to be completed during these sessions as well as the "Data to Action" sheet. Teachers will also use this data to set benchmarks and to monitor student progress towards continuous improvement.
 - The principal will meet with all staff members to discuss each student's academic progress and Regents readiness under their supervision.
 - The staff will analyze the results of the second and third progress reports to evaluate the status of all students in Cohort 2014 and 2015. New students may be added to list of students in need of more intensive work while other students may have moved out and not in need of intensive study.
 - During the months of December and January, teachers will administer mock Regents examinations to students, analyze data and modify instruction. Teachers will continue to administer mock Regents examinations on a monthly basis for the remainder of the school year.
 - During the beginning weeks of February and April, 2013, teachers will meet with students to discuss their progress. This information will be posted on Datacation/Skedula.
 - In the spring, the principal will meet with all teachers for a second "check in" on the focused students.
- a) The aforementioned plan will be executed with the use of DOE funding, New Visions Datacation support and Inquiry Team funding.

Strategies to increase parental involvement

- The school will continue to develop the school website to keep parents informed of school activities.
- Parents will be introduced to Datacation and ARIS systems which will allow them to track their respective child's academic progress and attendance.
- Translation services will be utilized to communicate with parents in their native language.
- The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.
- The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and all families.

- The school will conduct parent workshops with topics that will include parenting skills, assessment expectations, grade-level curriculum, literacy and accessing community support services.
- The school will establish a Parent Resource Center that will provide instructional material for parent on graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.
- The school will host a transcript review workshop in February and in June for parents. These workshops will be combined with a college and career readiness workshop event.
- The school will provide written and verbal progress reports that will be given to parents periodically. These reports will update parents on their respective child's progress.

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 100 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance Committee will work collaboratively on increased student attendance
- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and other issues as needed.
- Title 1 SWP funds will be set aside to support students in temporary housing. The guidance counselor and SBST will provide additional support.
- The school will provide extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work with 9th and 10th grade students in an after school program.

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, comprehensive curriculum maps will be developed for each 9th, 10th and 11th grade content areas that incorporate the Common Core State Standards. Special attention will be given to the argument writing task units as well as to the mathematical modeling task units.

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Comprehensive needs assessment

- Academy for Health Careers is going into its' third year and the staff will continue to improve on the curriculum maps in all subjects for the 9th, 10th and 11th grades while incorporating the CCLS, as well as the CCLS tasks for literacy and mathematics that was introduced during the 2011-2012 school year. Career and Technical education curriculum integration will be a focus for all disciplines in the 9th, 10th and 11th grade curriculum.
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Instructional strategies/activities

- The principal will introduce the Common Core State Standards to the staff and provide them with a copy of the Standards specific to their discipline. Staff development is conducted on the integration of CCSS across all content areas and the creation of the argument task unit and mathematical modeling task unit. Information about the Common Core Standards, the reading/writing tasks, and the respective links are included in the staff handbook.
- Common planning periods for teachers will be identified. Teachers will develop curriculum that integrates the common core standards and the writing units. The following key elements will be included in each lesson: Backward Design, Project/Problem Based Learning, the differentiation of instruction and built-in assessments based upon the task.
- The principal will conduct individual goal-setting conversations with all of the teachers and require that their professional development goal be focused on collegially developing curricula that integrates the CCSS, units and tasks.
- Teachers will participate in professional development provided by various sources and entities. The focus will be on the Common Core Standards.
- By October 2012, the principal will have requested the support of the CCSS staff developer assigned to the New Visions Brooklyn/Staten Island Network and the dates for Professional Support will then be provided.
- By November 2012, the principal will review the preliminary drafts of: the year- long curriculum map in each content area, the tasks to be addressed, the assessments and samples of the lessons conducted using Backward Design.
- The principal will participate in the planning sessions at least once a month to provide targeted feedback and suggestions.
- By February 2013, the staff will be held responsible for forwarding to the principal all updated curriculum maps for review and feedback.
- By June 2013, the staff will have completed curricula in all of the fore-mentioned content areas.
- By August 2013, the principal will electronically provide all staff with a copy of the work completed during the 2011-2012 school year with the expectation

that continued adaptations and additions would be added for further development.

Strategies to increase parental involvement

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

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 100 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance Committee will work collaboratively on increased student attendance
- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and other issues as needed.
- Title 1 SWP funds will be set aside to support students in temporary housing. The guidance counselor and SBST will provide additional support.
- The school will provide extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work with 9th and 10th grade students in an after school program.

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

- 70% of the students who are designated as “on- target” will earn 10 credits by June 25, 2013 as evidenced by student transcripts posted in STARTS and DATACATION.

Comprehensive needs assessment

The following is the percentage of students who scored a level 1 or 2 on the 8th grade NYS assessments:

Incoming 9th grade students

ELA – 74%, Math – 63%, Social Studies – 67% and Science- 64%

Current 10th grade students

ELA – 67%, Math –56 %, Social Studies –75 % and Science-56%

Current 11th grade students

ELA – 85%, Math – 57%, Social Studies – 50% and Science- 69%

These students will be targeted to ensure that they meet the promotional requirements.

Instructional strategies/activities

- By October 2012, 100% of staff will have a copy of ALL 8th grade reading and math scores and the results of Acuity and the Baseline Assessments administered to class of 2016 to identify possible struggling students. Teachers will also be given the 2010 fall and 2011 spring grades for the 10th grade and 11th students.
- By October 2012, 100% of staff will have identified the students on target. The staff will “adopt” these students and decide between them who will be responsible for monitoring their progress during the school year.
- Teachers, guidance counselor and the principal will meet monthly and at the end of each marking period to analyze and evaluate report card data in order to identify students who are in jeopardy of not passing classes and accumulating the required credits.
- Teachers will receive respective scholarship data and a reflective sheet for setting goals to improve instruction.
- Students who are falling behind will receive additional support to successfully accumulate credits in the following ways:
 - The advisor and the guidance counselor will meet with individual students to monitor progress after each marking period
 - The advisor and the guidance counselor will meet with parents of students who are falling behind to develop action plans that involves parental action/input
 - Opportunities to make up missing assignments will be provided to students

- Teachers will conduct mid-marking period conferences with students using a grading rubric. The teacher and student will discuss areas of weakness and develop strategies for improvement.
- Parental out-reach will be conducted by teachers.
- The principal and guidance counselor will review weekly attendance and monitor student progress while “checking-in” on students.

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

Strategies to increase parental involvement

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

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 100 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

- Title 1 SWP funds will be set aside to support students in temporary housing. The guidance counselor and SBST will provide additional support.
- The school will provide extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work with 9th and 10th grade students in an after school program.
- The school will work collaboratively with the campus PSAL teams.

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

Cohorts 2014, 2015 and 2016 will maintain an overall attendance rate of 85% for the 2012-2013 school year.

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Comprehensive needs assessment

***update %**

The overall attendance percentage for the 2011-2012 school year was 86%. Currently the attendance percentage rates are as follows:

- 9th grade – 84%
- 10th grade – 91.39%
- 11th grade – 96.61%

Instructional strategies/activities

An Attendance Team consisting of the principal, guidance counselor, attendance teacher, school aide and the secretary was established by September 2012.

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

Strategies to increase parental involvement

- The school will continue to develop the school website to keep parents informed of school activities.
- Parents will be introduced to Datacation and ARIS systems which will allow them to track their respective child’s academic progress and attendance.

- Translation services will be utilized to communicate with parents in their native language.
- The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.
- The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and all families.
- The school will conduct parent workshops with topics that will include parenting skills, assessment expectations, grade-level curriculum, literacy and accessing community support services.
- The school will establish a Parent Resource Center that will provide instructional material for parent on graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.
- The school will host a transcript review workshop in February and in June for parents. These workshops will be combined with a college and career readiness workshop event.
- The school will provide written and verbal progress reports that will be given to parents periodically. These reports will update parents on their respective child's progress.

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 100 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance Committee will work collaboratively on increased student attendance
- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and other issues as needed.
- Title 1 SWP funds will be set aside to support students in temporary housing. The guidance counselor and SBST will provide additional support.
- The school will provide extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work with 9th and 10th grade students in an after school program.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To improve teacher effectiveness by developing a shared understanding of instructional excellence

Comprehensive needs assessment

During the 2011-2012 school year, teachers were introduced to the Teacher Effectiveness program. For the 2012-2013 school year 41% of the teachers are new to the school. Our teaching staff is comprised of the following:

- 30% of the teachers are new to teaching
- 41% of the teachers have less than 5 years in the system – of these teachers 57% have less than 3 years
- 29% of the teachers have more than 9 years in the system

Instructional strategies/activities

- The Teacher Effectiveness Program team was created during the fall 2012 semester.
- Professional development sessions are developed in consultation with the Teacher Effectiveness Program team. The professional development plan will integrate selected components of the Danielson rubric. Professional development sessions will be conducted during the common planning Wednesday sessions and on the Chancellor's conference days.
- Teachers self-assess themselves on selected components of the Charlotte Danielson's *Framework for Teaching* rubric during the fall 2012 semester.
- The principal and F status assistant principal will follow a schedule for teacher observations and feedback using the Danielson rubric.
- The principal and F status assistant principal will conduct three rounds of observations which will include two (2) mini observations and one (1) full period observation by January 2, 2013.
- Based on observations, the principal and F status assistant principal will arrange for intervisitation and coaching sessions.
- The principal and F status assistant principal will conduct mid-year conversations during the month of January 2013.
- During the spring 2013 semester, the principal and F status assistant principal will conduct three additional rounds of observations. The schedule will include two (2) mini observations and one (1) full period observation.
- The principal and F status assistant principal will conduct end of year conversations with teachers during the month of May 2013.

Strategies to increase parental involvement

- The school will continue to develop the school website to keep parents informed of school activities.
- Parents will be introduced to Datacat and ARIS systems which will allow them to track their respective child's academic progress and attendance.
- Translation services will be utilized to communicate with parents in their native language.
- The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.

- The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and all families.
- The school will conduct parent workshops with topics that will include parenting skills, assessment expectations, grade-level curriculum, literacy and accessing community support services.
- The school will establish a Parent Resource Center that will provide instructional material for parent on graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.
- The school will host a transcript review workshop in February and in June for parents. These workshops will be combined with a college and career readiness workshop event.
- The school will provide written and verbal progress reports that will be given to parents periodically. These reports will update parents on their respective child's progress.

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 100 Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The school guidance counselor will work collaboratively with the School Base Support Team.
- The Attendance Committee will work collaboratively on increased student attendance
- The SPARK program will work with students on violence prevention, social emotional issues, healthy relationships, conflict resolution, decision making skills and other issues as needed.
- Title 1 SWP funds will be set aside to support students in temporary housing. The guidance counselor and SBST will provide additional support.
- The school will provide extended day tutoring for Regents preparation, academics and ELL services.
- Global Kids (CBO) will work with 9th and 10th grade students in an after school program.

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	Small group tutoring and Regents prep	Small classes, differentiated instruction	
Mathematics	Small group tutoring and Regents prep	Small classes, differentiated instruction	
Science	Small group tutoring and Regents prep	Differentiated instruction, literacy through the curriculum	
Social Studies	Small group tutoring Regents prep	Differentiated instruction, literacy through the curriculum	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-on-one counseling, group counseling, referrals to SBST and outside agencies	One-on-one counseling, group counseling, referrals to SBST and outside agencies	

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.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Alexis Penzell	District 17	Borough Brooklyn	School Number 751
School Name Academy for Health Careers			

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

Principal Deonne Martin	Assistant Principal NA
Coach NA	Coach NA
ESL Teacher Yael Seligman	Guidance Counselor Angella Grant
Teacher/Subject Area Elisheba Fowlkes/SpEd, ELA	Parent Barbara Gordon
Teacher/Subject Area Arun Kolar/Social Studies	Parent Coordinator / NA
Related Service Provider type here	Other type here
Network Leader Alexis Penzell	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	229	Total Number of ELLs	11	ELLs as share of total student population (%)	4.80%
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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. [@](#)

Paste response to questions 1-6 here

1. If a student is enrolling in a NYC school for the first time, the ELL identification process begins with parents completing the Home Language Identification Survey (HLIS) at time of registration. Students are identified as potential ELLs based on the language that the parents indicate is spoken in the home. If the HLIS shows that the student speaks, reads or writes in a language other than English, then that student is given an informal interview by our ESL specialist, and the student is scheduled to take the LAB-R assessment. The persons responsible for conducting the initial formal assessment are Yael Seligman, the ESL Teacher, and Angella Grant, the guidance counselor. Ms. Seligman speaks several languages, and the school dean - Ms. Harry, also speaks Spanish, should there be a need for an informal interview done in the parent's native language to determine language needs. The DOE Translation Services might be used to facilitate this process. The LAB-R and the NYSESLAT are administered by the Licensed ESL teacher, Ms. Seligman, who also routinely checks the data from ATS (RLET, RLAT, and RNMR reports) to determine the NYSESLAT levels of incoming and current students, and any changes in enrollment. The ESL teacher ensures that all four components of the NYSESLAT are scheduled, administered, scored, and that the documents and all test materials are returned correctly.

2. Parents who are enrolling their children for the first time in the NYC school system are informed of all three DOE program choices during the initial assessment, during Freshmen Orientation, and via letters within 10 days of registration. Parents are also shown or directed to archived web videos on the DOE website that explain all three programs. Parents are informed that due to our low number of ELL students, we offer only the Freestanding ESL model. Ms. Seligman, the ESL teacher, and Ms. Grant, the guidance counselor are both involved in this process.

3. The Entitlement letters are mailed to the home or given to students to deliver to their respective parents, both for newly enrolled ELLs (as determined by their LAB-R results) and for continuing entitlement for current ELLs (as determined by their most recent NYSESLAT scores.) The ESL teacher distributes the Parent Survey and Program Selection forms. Students are instructed to have their respective parents/guardians read and sign the documents and return them to school within 10 days. All documents are collected by the ESL teacher and submitted to the main office where they are stored in the ELL binder in the records room. If the documents are not submitted in a timely fashion, phone calls are made reminding parents/guardians of their obligation to sign and return the forms.

Invitations to the Parent Orientation meeting are mailed to the home and phone calls are made to all parents.

4. After the LAB-R has been evaluated by the ESL teacher, letters in the home language, are mailed to the home notifying parents/guardians either that their child has been identified as eligible to receive ESL instruction, or that their child is not eligible to receive ESL instruction. Based on the scores of the LAB-R and NYSESLAT, beginning level high school students receive 3 units of ESL instruction (540 mins/week), intermediate students receive 2 units (360 mins/week) and advanced students receive 1 unit of ESL (180 mins/week) plus one unit of ELA, as per CR Part 154 regulations. Letters are mailed home notifying parents/guardians about the ESL placement for the child. Students are placed in this school because parents have selected the Freestanding ESL program on the Program Selection Form.

5. The Parent Survey and Program Selection forms were distributed for the first time last year. Previously, our school had never enrolled a newly-arrived ELL student. This year two newly enrolled students were administered the LAB-R; both students scored at a proficient level. The data will be analyzed for future tendencies in preferences.

6. Parents who express preferences for programs not available at the school will be notified of opportunities existent at other schools. Notification, utilizing services listed on the "Language Identification Guide," will be made in the parents' home language.

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										6	5			11
Total	0	0	0	0	0	0	0	0	0	6	5	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
SIFE	4	ELLs receiving service 4-6 years	3	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. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	3	0	3	1	0	5	0	3	11
Total	3	3	0	3	1	0	5	0	3	11

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

C. Home Language Breakdown and ELL Programs

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

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

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
Albanian														0
Other										1				1
TOTAL	0	6	5	0	0	11								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a) Students are taught by a licensed ESL teacher in a combination push-in, pull-out model. (Mostly push-in for the general education students in grades 9 & 10; push-in and pull-out for the Special Education students in grade 10). Our ESL specialist works closely with content area teachers to provide differentiated materials and assessments for ELLs. The five ninth grade ELLs (four intermediate; one advanced) are programmed to be in the same class for English and Global Studies. The two tenth grade Special Education ELLs (both intermediate) are in the same self-contained class. The two tenth grade advanced ELLs are in the same classes for English, Global, Chemistry, Health Science, and Advisory.

1b) The push-in support is heterogeneous in theory and homogeneous in practice because there are no beginner ELLs; this year, we did not program free-standing ESL classes. That may change in the future depending on enrollment.

2) This year, we have a part-time licensed ESL specialist working in our school two days each week. Her teaching program consists of twelve teaching periods, working with the intermediate level students for eight periods. This ensures that the mandated minutes are met. If our enrollment changes in the future, we will make any necessary changes in scheduling.

A. Programming and Scheduling Information

2a) Most periods are 45-minutes daily in length. During push-in periods, the ESL teacher works directly with the ELL students to both assist them with the tasks and assignments for that period, and to provide mini-lessons for vocabulary, grammar, and literacy skills as needed.

3. Instruction in all subjects is in English. The language of the class or a text is modified when appropriate, and includes vocabulary development. Realia and online materials are included in lessons to both present and to reinforce concepts taught. Bilingual dictionaries (and also monolingual dictionaries for those students who do not have strong first language skills) are given to each ELL, and translating glossaries are used in Regents prep classes when available. In the departmental content area classes, instruction is differentiated by frequent pair and group work, individualized assignments, choosing varied levels of reading materials, and use of graphic organizers to help scaffold students to read and listen for meaning. Extensive prereading activities are undertaken, including listening for comprehension and information. These activities are also part of our focus on Common Core Learning Standards. For example, to prepare students for Part I of the Regents and to meet ELA Common Core standards, before reading a novel, a modified biography of the author might be read, and students might take notes and answer multiple-choice questions on this biography. To prepare them for the reading, a focus "AIM" question might be, "Judging from his biography, what themes may we expect to encounter (run into, see) in this novel?" When reading of the text, to enhance comprehension in reading, the new vocabulary in the text might be covered by the teacher in vocabulary development tasks with handouts. In order for students to develop their own vocabulary skills, strategies are employed, with references made to their content area subjects and future college studies, and connections with prior knowledge and experience are made. Sometimes, students work on text vocabulary on their own, employing both contextual guessing and dictionary skills. To develop writing skills and remedy common ESL grammar problems, ELL students are taught peer-editing activities, using an editing sheet (focusing mainly on mechanics and common grammatical problems, such as run-on sentences, subject-verb agreement, article usage, and verb tenses).

4. To ensure that ELLs are appropriately evaluated in their native language, if a student speaks Spanish as a first language and is entitled to ESL service, they are administered the Spanish LAB to determine their level of native literacy language skills. New York City offers no test for students who speak a language other than Spanish, and we do not offer a bilingual education program. Our ESL specialist speaks French and Spanish. She helped to evaluate the native language ability of two French-speaking students from Africa (both of whom scored proficient on the English LAB-R).

5. Instruction is differentiated for various subgroups. The school uses the online reading program, Achieve 3000, to differentiate reading and writing assignments. Teachers also differentiate reading and writing assignments by using modified readings, when available, and by offering alternative assessments (more choices, fewer required tasks)

5a) We have four SIFE students. Three SIFE students are intermediate ninth grade ELLs from Haiti, who have been in NY for 2-3 years. All studied some English in Haiti, and all three are literate in their native languages, fluent in both French and Haitian Creole. All three are passing all their content area classes. One SIFE student has not reported to school this year, despite numerous outreach to her home. If this student were to report, we would monitor her progress in content-level courses, ready to provide push-in, pull-out, or individual tutoring if necessary. The student in question tested at the "Advanced" level on the NYSESLAT exam in 2009, and the "Intermediate" level in 2010. The student did not take the exam in 2011 and 2012.

5b) This year we have three students who have been in the country for less than three years; these are the intermediate level grade 9 SIFE students from Haiti. The progress of these students is monitored closely, both in ELA and their content-area classes, with special consideration given to their listening comprehension needs and ability to follow both written and oral directions - as this seems to be their biggest challenge. During push-in ELA periods, the ESL specialist works with these students on specific skills they will need to master in order to pass the ELA Regents, including literary terms and analyses, and different writing styles (expository, persuasive).

The school does not have any students who have been in the country for less than one year. Nevertheless, the school would provide intensive push-in ESL should it receive such a student. If the student speaks Arabic, Haitian-Creole, French or Spanish, the school is prepared with bilingual dictionaries and first language materials.

5c) For students who have been in the country 4 – 6 years, there is a heavy emphasis on interpreting and analyzing texts both verbally and in writing. Essay writing skills are taught and reinforced by content area teachers, and students are meant to demonstrate mastery in writing introductions, bodies, and conclusions; including practice with general statements, thesis statements, topic sentences, development

A. Programming and Scheduling Information

through detail, summarizing, paraphrasing, and concluding. Achieve 3000 articles and accompanying writing activities are used both for homework and in class.

5d) The approach to long-term ELLs is different. The three special education students seem to have plateau'ed at an intermediate level in reading and writing; and the difficulty is more of general literacy, and less an issue related to second language acquisition. There are two other long term ELLs: one is a grade 9 student who has been held over twice and has been truant for two years with a baby at home. The other long term ELL scored at a high advanced level last year, and is on target to score proficient this year.

6) Three of the eleven ELL students are special-needs students in self-contained classes. Their teachers plan curricula and lessons with the students' IEP's in mind, and instruction is modified to student needs. For example, in the ELA class, modified readers may be used with students with elementary-school reading levels, and a student who has a disability producing language works individually with the teacher on producing written paragraphs. Achieve 3000 is employed more regularly with these students. Part of their educational is reading Achieve 3000 class-related articles and completing writing assignments at least twice weekly and completing independent reading and writing assignments weekly. These students are sometimes partnered with helpful students. On a more general note, their teachers utilize graphic organizers and visual cues in instruction to make material comprehensible in different learning modalities, and a variety of groupings (individual, class whole, pair, and group) are used in instruction. The special-education teachers meet with the ESL specialist every week to discuss ELL students' needs, progress, and issues.

7. The IEPs of all special needs students who are ELLs are adhered to. Curricula are modified to create opportunities for teachers to differentiate for students within the least restrictive environment. A variety of learning materials at different levels of difficulty are available in each subject. The school utilizes the Achieve 3000 program to support differentiated development of literacy skills. ELL-SWDs whose IEPs state they should be in CTT/ITT classrooms are scheduled as with other students at their grade level. ELL-SWDs who are in the grade 10 self-contained SpEd class are scheduled with the general education students for physical education. ELL-SWD students are programmed for one or two additional periods of instruction as part of the extended day program. These classes may include general education students.

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

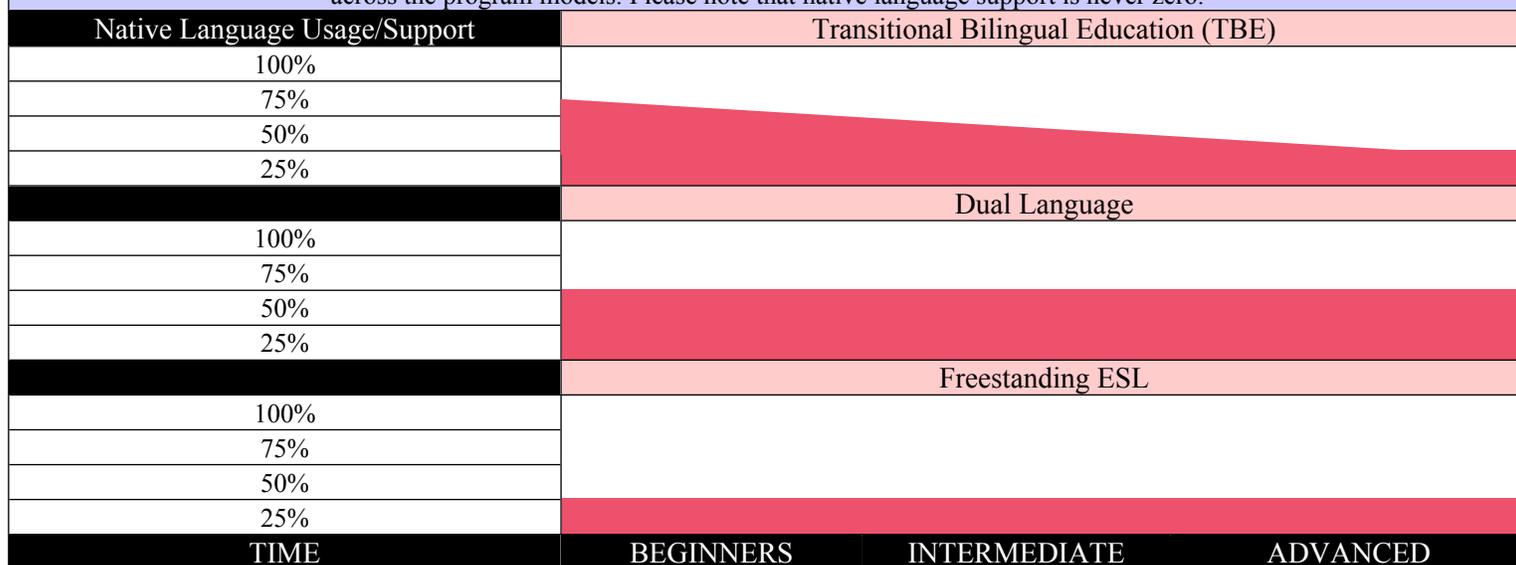
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

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. Intervention services are offered primarily in English, with minimal assistance in French and Spanish (generally for quick vocabulary support). As a school community, we are working to provide more outreach to students who have been ELLs from 4-6 years and to Long Term ELLs, with the constraints of having only a parttime ESL program. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, GIST, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the teachers often supplement traditional text books with additional materials, including online sources.. In English, texts are selected with ELL student needs in mind. Students are often given a choice of books to read for a themed-unit. Across the 9th and 10th grade curricula, works such as *Monster*, *A Lesson before Dying*, *Twelve Angry Men*, *Shakespeare Made Easy*, and *The Catcher in the Rye*, are selected for their comprehensibility to ELL students syntactically and lexically.

9. We followup with our ELLs who have scored proficient on the NYSESLAT exam for two years. They are interviewed by our ESL specialist to offer them continued testing accommodations on all required standard state assessments. These students are also invited to attend all after-school classes and small group tutoring sessions. Our ESL specialist monitors their academic work by meeting regularly with their teachers, and checking their report cards. She has intervened when a student's grades have dropped. Teachers of former ELL students are notified about the testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.

10. Because we are a small school in our third year of existence, there are not yet 'trends' in our enrollment. We will continue to monitor our ELL demographics for future changes. If we have more beginning and intermediate ELLs enrolling next year, we will consider creating pull-out classes again, and increasing the hours of our ESL teacher.

11. This year we discontinued the small ESL pullout class that was created last year. Two of the ELLs in that class grouping scored proficient on the 2012 NYSESLAT.

12. All students are provided the opportunity to participate in a number of after-school clubs in our school, including the Music Club, Global Kids, and Red Cross. Students are also provided the opportunity to participate in sports teams offered on this multi-school campus, including boys' and girls' basketball, baseball, and track teams; gymnastics, and cheerleading. In addition, students have access to a representative Student Government. The Student Government Vice-President expressed an interest in working with ELL students, and this student worked last year with one of our ELLs to submit an essay for a competition. As a small school, we are seeking to expand our after-school activities for all students, including ELLs.

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

Booster and Phonics Pathways.

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

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

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

17. This year we do not offer a language other than English. Last year we offered Spanish, and next year we will again offer foreign language instruction.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

We do not have a dual language program.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The ESL teacher attends a variety of off-site workshops and turn key the information to staff members. Teachers in all subject areas work with ELL students and will have an opportunity to participate in the professional development. Additional workshops will be presented to staff members during the following times: September 5th, Election Day, January 28th, and on the second common planning Wednesday meetings for the months of October, November, February, March, April and May from 2:50pm to 4:20pm.

As part of the professional development plan, workshops to be offered may include:
scaffolding literacy development skills; aligning curricula with Common Core; differentiation for ELLs and SWDs.

2. The ESL instructor participates in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students. The teacher may also administer a diagnostic test at the beginning of the school year, to help gain insight on the language skills of new ninth grade students.

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

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of ELLs are afforded the opportunity to participate on the School Leadership Team and the Parent Association. A "Parents' Orientation" is also held, open to ELL parents. Parents of ELL students are invited to attend the monthly PA meetings, where translation services for parents of ELLs are provided, either by DOE translation Services or by staff members.
2. The school is partnered with New Visions for Public Schools.
3. We do not have a parent coordinator. Surveys, such as the "Language Preference" survey are distributed to parents during Parent Association meetings. The DOE Translation Services department will be contacted to provide additional support with the translation of forms and translators at meetings.
4. Efforts to meet the needs of the parents are made based on survey results. Parent workshops will be created based on feedback from the parents at PA meetings and from surveys. Workshops might include the following: English classes, computer classes, Understanding high school and graduation requirements, and college and career planning for families. Information regarding activities will be mailed home in the language(s) selected by parents on the Language Preference(s) survey. Translation services will be available when needed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

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	1		0	
Integrated Algebra	2		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	6		4	
Physics				
Global History and Geography	2		0	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

1. Because we have not registered any beginning ELLs new to NYC schools, in order to determine our ELLs' literacy skills, we refer to two sources: students' previous test results and previous report cards/transcripts/school information. For students not new to our school, we consult with their former teachers, and our ESL teacher assesses students informally at the beginning of the year for oral and reading comprehension, and writing ability. NYSESLAT scores, reported on ATS RNMR reports, show that typically students achieve proficiency in listening and speaking before they achieve that level in reading and writing. We have three students who scored proficient in listening and speaking, and intermediate in reading and writing. We have three students proficient in L/S and advanced in R/W. We also have three students advanced in L/S and intermediate in R/W. This correlates with what is known about second language acquisition in children and adolescents. To support these students in their literacy skills, teachers include specific literacy skills in their curriculum designs and lesson planning. It was partly to address these concerns (literacy development) that we started using the Achieve 3000 differentiated online reading program. Content area teachers are informed about their ELL students' proficiency levels.

2. Two newly-enrolled students were administered the LAB-R this September; both scored proficient.

Twelve students took the NYSESLAT in May 2012. Eight of those students advanced a level in proficiency; four remained at the same level.

According to the NYSESLAT data, students made dramatic gains in speaking and listening skills between their second and fourth years of ELL instruction. Gains in writing and reading were more incremental, and in three cases the students scores remained flat.

3. The ESL teacher evaluates the testing patterns of our ELL students. The lesser gains in reading and writing scores are not unexpected. Therefore, there is an emphasis on reading, writing, and on learning and actively employing strategies to expand language ability.

4a). As a small third year school, students have not taken any exams in their native language. The former ELLs who scored proficient on the NYSESLAT are individually questioned about what language they prefer to take Regents, and they are provided with translating glossaries.

To date, all have requested English only, none have asked for translated Regents, but we order them to have on hand for test days.

The results of Regents exams taken last year show that our ELLs did well on the math and science exams (algebra and living environment), and did not do well on the English and global exams, which require students to demonstrate mastery of English literacy skills involved in reading more complex documents, identifying literary elements, and writing essays. These are typical results for ELL students who have been here 4-6 years. Neither of the two special ed ELLs passed the living environment regents exam, due to their general low levels of literacy.

4b&c) We are not currently administering periodic ESL assessments.

5. We do not have a dual language program.

6. We measure our success by the results on the English and other Regents exams, the annual NYSESLAT, and student performance in the content-area classes, as seen on report cards and portfolio work, and in teacher consultations.

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

Because we are a new, small, school, in our third year of existence, it is possible that our demographics might shift in the future. For instance, many more incoming ninth grade ELLs might enroll here in future years. Should that happen, we will adjust our program to meet their needs.

Part VI: LAP Assurances

School Name: <u>Academy for Health Careers</u>		School DBN: <u>17K751</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deonne Martin	Principal		1/16/13
NA	Assistant Principal		1/16/13
NA	Parent Coordinator		
Yael Seligman	ESL Teacher		1/16/13
Barbara Gordon	Parent		1/17/13
Elisheba Fowlkes/English	Teacher/Subject Area		1/16/13
Arun Kolar/Social Studies	Teacher/Subject Area		1/16/13
NA	Coach		
NA	Coach		
Angella Grant	Guidance Counselor		1/16/13
Alexis Penzell	Network Leader		1/16/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **17K751** School Name: **Academy for Health Careers**

Cluster: **D. Maldonado** Network: **563**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

The school will utilize the translation services of DOE translation services for written documents. If a document must be translated immediately, such as for discipline incident report information, we will use Google Docs translations. During orientation, parents will receive a translated Parent Orientation packet as well as translations of all school wide initiatives. Throughout the school year, other school documents will be translated and distributed as appropriate. Staff members will also assist the school with translation needs. This year, we have staff members who speak French and Spanish.

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

Oral interpretation services will be provided at the following events: Parent Orientation, Parent Teacher Conferences and Parent Association meetings. These services will be provided by DOE translation services, staff members and parent volunteers. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services.

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>.

Our school provides 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.

Translated versions of this document, in the covered languages, we have downloaded from the website:
<http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Our school is on the fourth floor of a large campus building. The DOE sign, indicated the availability of interpretation services, was given to the school safety security officer to post at the entrance desk, as well as the website for translated signs, if needed.

<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.