



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: HS FOR HEALTH CAREERS & SCIENCES

06M469 (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

PRINCIPAL: JAVIER TREJO

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SUPERINTENDENT: ANTHONY LODICO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Javier Trejo	*Principal or Designee	
Samuel Morris	*UFT Chapter Leader or Designee	
Victoria Thomas	*PA/PTA President or Designated Co-President	
Yhanka Veras	DC 37 Representative, if applicable	
Angela Valenzuela Leslie Trinidad	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Daisy Goins	Member/Parent	
Aniana Reyes	Member/Parent	
Andrea Delgado	Member/Parent	
Lidia Camilo	Member/Parent	
Mary Tejada	Member/Parent	
Teresa Ratkowski	Member/Staff	
Ellen Campeas	Member/Staff	
Carlos Anderson	Member/Staff	
Elizabeth Arrendell	Member/Staff	

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“Cement the school’s strong beliefs about how students learn best so that they can propel all teachers to offer effective instruction that meets the needs of all students across the school. “(1.2) NYC Quality Review Page 6.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

School Leaders will conduct 4 written observations and a minimum of 2 workshops using selected components of Danielson Framework Rubric for Teaching (1e, 3b, 3d) to provide meaningful feedback pertaining to activities and assignments which cognitively engages all students and improves teaching practices to augment student achievement for the 2012-13 SY.

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Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - **Strategies/Activities:**
 - Teachers will self-assess areas of development and or improvement based on selected components of the Danielson rubric.
 - Individual growth and teacher improvement plans will inform pedagogical areas of growth and will outline structures/strategies that must be put in place and or created to increase learning outcomes.
 - Informal observation tool will address areas of teacher development and will support instructional growth along a scale or metric based on the Danielson Framework.
 - School leaders will periodically meet with teachers to review the informal observation researched tool. School Leaders will provide informative and qualitative feedback and or coach staff on findings.
 - Professional development will continue to norm Danielson’s researched expectations and will allow for comprehension of observation tool.
 - In addition to studying assessment data to inform instructional process, teachers will collaborate and reflect in teacher teams using their reflective observation tool.
 - Based on reflective tool analysis, teachers will collaborate to develop interdisciplinary strategies that will be promoted/implemented in the class.
 - Revision of lesson plan templates will take place to foster uniformity and encourage the language of the researched based rubric.
 - Instruction specialists across content areas will work to support the instructional process by working with the informal observation tool and engaging teachers in intelligent and reflective dialogue.
 - We will work with network instruction specialists and consultants to support our instructional objectives for this goal.

- a) **Key Personnel:** Principal, APs, Lead Teachers, Network Staff, Aussie Consultants
- b) **Targets to Evaluate Progress:** Teachers' informal and formal observations; teacher inter-visitations; academic data such as scholarship reports for each teacher; Professional Learning Communities' discussions and feedback; credit accumulation for special education, ELL and the bottom one third students; Improved graduation rate as per the NYS Report Card and NYC Progress Report; Increased teacher satisfaction rate on the NYC School Survey regarding regular and helpful feedback from administrators;
- c) **Timeline for Implementation:** Begins February 2013 to December 2013

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We have hired a social Studies Aussie coach for \$17,625. These funds are Priority/Focus dollars. The Aussie coach will be working with our social studies teachers one day per week beginning in March 2013 until June 2013. The coach will be working with 5 teachers and will be reporting to the principal. After school professional development will be held for fourteen teachers @ ten hours each for ten sessions (140 hours/ \$7,027 in Priority/Focus dollars) to continue to understand the Danielson observation tool.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

“Develop the work of collaborative teacher teams to incorporate an inquiry approach that focuses on student outcomes, promotes teacher leadership, and holds teachers accountable for student learning. (4.2).” (NYC Quality Review 2011-2012. Page 6).

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Teacher teams will have met weekly to gather, interpret, evaluate and analyze data to implement research based instructional strategies to minimize achievement gaps and improve passing rates in school scholarship report by 3%.

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Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- **Strategies/Activities:**
- Utilize budget to hire a Aussie coach to continue working with the teachers on: curriculum mapping, curriculum development; differentiated instruction; research development; project-based learning; cooperative learning; class management strategies; thinking skills assessment and rubric development.
- Support Organization/Network CFN107 Instruction Specialists/Achievement Coaches will support teacher teams by providing presentations and professional development on: teaching content-based instruction; teaching academic content to English Language Learners and students with Special Needs; using specific texts and or instructional tools to make academic content more comprehensible; development of student goals.
- School Leadership will frequently meet with teacher teams to review data analysis; progress toward strategy development; to provide feedback and engage in constructive collaboration.
- Aussie coach and Assistant Principals will frequently meet with teacher teams to support the data analysis process and implementation of baseline assessments.
- Teacher Teams identify students in need of meeting 65% and or higher criteria. Engage students in simulated regents' examinations and by measure of inquiry perform question item analysis during Expanded Learning Time after school and on Saturdays.
- Teacher Teams performed assessment analysis and create strategies to meet standards not met.
- The budget will be used to offer teacher teams per session hours to plan professional development; develop curriculum maps; plan and or create standards -based rubrics and strategies for improving student outcomes.
- Teachers will use Castle Learning to develop rigorous interim assessments; remediation assignments or tutoring work products that support New York State standards.
- Teacher Teams study Periodic Assessments, which will be utilized to help the school identify skills where students need improvement. Acuity Assessments provide item analysis and illustrate areas of improvement and or progress. Other systems that provide data are ARIS, HSST and ATS; we use the aforementioned reports as one way to identify trends and patterns among students in different subject areas. This information

gives us information to make budgetary decisions regarding programs and provide for appropriate Academic Intervention Services.

- a) **Key Personnel:** Principal, APs, Teachers, Network Staff, Aussie Consultants
- b) **Targets to Evaluate Progress:** Teachers' informal and formal observations; Teachers' inter-visitations by content area to ensure all departments are following the curriculum maps; scholarship reports by subject; increased Regents passing rates; teacher PLC meetings.
- c) **Timeline for Implementation:** February 2013 to June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus Funds; ARRA RTTT Citywide Instructional Expectations

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We have hired a social Studies Aussie coach for \$17,625. These funds are Priority/Focus dollars. The Aussie coach will be working with our social studies teachers one day per week beginning in March 2013 until June 2013. The coach will be working with 5 teachers and will meet with teacher teams and will be reporting to the principal. We hired an Aussie consultant to work with content areas to align common core standards with curriculum for \$1,650. In addition, we allocated \$15,300 to Victory Schools to implement the teacher-team model and to provide ongoing support. All of these expenditures are from curriculum and development, object code 698.

We allocated 257 hours/\$10,800 in ARRA RTTT Citywide Instructional Expectations funds for sixteen teachers @ 16 hours each for eight sessions to meet in teams for per session to engage in professional development, curriculum planning and design, and to perform inquiry work; content/subject area departments will receive a set amount of hours for each team.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- *“Develop curriculum in all content areas that is aligned to key college-ready standards so that all students have access to material that is relevant, engaging, and rigorous.” (NYC Quality Review 2011-2012. Page 4).*

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, 100% of content-based departments will produce two CCLS units per core subjects (1 in Fall, 1 in Spring) to improve student outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- **Strategies/Activities:**
- In school-wide department meetings we will discuss goals for teachers; personal and professional PD plans, teacher progress of Depth of Knowledge and CCLS and teaching and learning clinics will take place.
- Instruction Specialists and coaches will work with teacher teams to interpret, explain, apply and implement the language of the Common Core Learning Standards.
- Each department will have goals/objectives that it will meet each unit based upon the school calendar and DOK
- Teachers will be provided with formal and informal observation reports after each observation.
- School leadership, teacher teams, coaches(s) and network instruction support staff will review, and critique CCLS units.
- Teachers have access to ARIS, which will inform DYO and interventions, progress work on CCLS and Bloom's/DOK.
- We will use inquiry assessment data and a thinking skills approach to focus learning targets. Our aim is to increase student academic content comprehension by targeting specific literacy skills; focusing our attention on learning skills such as: compare and contrast; interpretation as a skill and cause and effect. The rationale behind our approach is to give students more opportunities to learn by measure of self-exploration; formulation of critical thought and or analysis, and to essentially, further metacognitive development. Research has shown that students with high literacy proficiency skills typically have a high potential in achieving academic success.
- Town Hall Meetings will take place periodically (Monthly) to give students a sense of knowledge regarding transcript comprehension and the importance of completing specific course work material. We will continue to collect, and evaluate student work in teacher teams and develop appropriate and or needed systems or structures to tackle areas in need of improvement(s). This work will be considered, as units of study are planned.
- School Leadership will conduct qualitative professional development on designing coherent curriculum; based on Grant Wiggins and Jay Mc Tighe's research

on Understanding by Design. The rationale, for this is to guide our teachers in the conceptual and purposeful development of a unit plan. Our plan will be accomplished by measure of modeling and teacher engagement in concrete unit development tasks; that by this process, standards-based CCLS aligned unit plans will be the result; that by consequence of unit formation and development, ultimately, student comprehension and learning will increase. The research requires that teachers develop concrete goals; that those goals are varied as to include: transfer, knowledge; skills and meaning goals; that understandings, essential questions; declarative and procedural knowledge; evidence (performance tasks) and learning plan be aligned to meet a common purpose.

- d) **Key Personnel:** Principal, APs, Teachers, Network Staff & Consultants
- e) **Targets to Evaluate Progress:** Inter-visitations; teachers' informal and formal observations; scholarship reports, credit accumulation reports
- f) **Timeline for Implementation:** February 2013 to June 2013

Budget and resource alignment

- Indicate your school's Title I status School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus Funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We allocated 182 hours/\$9,099 Priority/Focus funds in per session for thirteen teachers @ 14 hours each to participate in seven sessions of curriculum planning and development. Content/subject area departments will receive a set amount of hours for curriculum planning and unit design.

staff/student retreats, trips ; establish the creation of a reward system for staff, students, and parents; we will host multicultural celebrations around holidays for staff, students, and parents; so that we might revel in the joy of diversity.

- We will disseminate the Principal's Newsletter, which will be mailed out monthly to the parents, students and staff. This letter provides qualitative and quantitative information regarding: student learning; college and university information; financial aid information; social development and public support and or school support; advertisement s related to school events and Principal's message.
- We will work with the Office of Youth Development and network and school-based support team to provide appropriate supports to our students.
- We will collaborate with the Public School Athletic league to increase our school Sports team offering.
- We will develop a comprehensive structure for a school-based intermural league, which will encompass most athletic sports.
- School-based teams will collaborate with external partners to increase internships, community service; and student leadership.
- School leadership will survey students regarding clubs, program and or internship offering. This data will assess progress toward goals.
- We will also use the NYC Learning Environment Survey to assess progress toward meeting benchmarks.
- Potential timeline for implementation : February 2013 to June 2013
 - g)
 - h) **Key Personnel:** Principal, APs, Teachers, Guidance Counselors, CBOs & Parents, CFN 107
 - i) **Targets to Evaluate Progress:** Attendance reports, OORs reports, analysis of guidance and deans' referrals and logs; Analysis of AIS attendance sheets; Club attendance reports; community partner feedback forms.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax levy and Title I dollars are allocated for student awards, trips and celebrations.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

“Some teachers contact families about student attendance and behavior issues, and progress information is periodically sent home by the school. However, there is no evidence that this communication is followed up on and tracked.” NYC Quality Review. Page 5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

By June 2013 we look to improve in the communication category of the School Learning Environment from 6.7 to 7.0 as compared to last year’s data to strengthen student support through improved communication with all stakeholders so that students’ strengths and needs are identified and used to augment learning.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Strategies/Activities:
- 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; work with Parent Association to establish support structures for improve understanding of their child's progress by training parents in the effective use of ENGRADE AND ARIS.
- 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.
- Use the NYC Learning Environment Survey to measure the progress toward success.
- Utilize school developed parent survey and questionnaire to measure steps to success.
 - j)
 - k) **Key Personnel:** Principal, APs, Teachers, Guidance Counselors, Parent Coordinator; Attendance Teacher; School Secretary
 - l) **Targets to Evaluate Progress:** Attendance reports and logs; Student lateness reports and logs; Achieve Now progress reports; data regarding credit accumulations and Regents scores; Increased attendance at PTA meetings; increased attendance at Parent-Teacher Conferences in fall and spring
 - m) **Timeline for Implementation:** ongoing

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority/Focus Finds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Set aside Title I SWP funds in code 489 (non-contractual services) in the amount of \$5,826 and Title I Priority/Focus funds in non-contractual services in the amount of \$5,680 will be utilized to provide light refreshments for monthly SLT and Parent Association meetings; in addition, light refreshments will be provided for senior parent meetings where college options and graduation requirements will be discussed. Parent educational materials will be purchased from the Channing Bete Company such as: "Supporting Your Child's Success" and "Parenting Skills." Title III funding will provide Saturday ESL classes for parents.

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 307	<ul style="list-style-type: none"> • Analysis of fiction and non-fiction selections; essay writing practice; making personal connections to literature ; Differentiated Instruction and implementation of multiple learning intelligences methodology • Acuity Assessments 	Peer and group tutoring One-to-one tutoring	In school, after school on Tuesdays, Wednesdays and Thursdays and Saturdays from 9:00 AM – 12:00 PM.
Mathematics	218	<p>Providing concrete examples so students realize that math is integral to everyday situations.</p> <p>The Combination of differentiated instructional strategies, guided programming to meet at risk students' needs; extended day mentoring and tutoring; collaborative learning, project-based learning; Saturday academy and holiday-break academy for credit accumulation/recovery. Evaluations like, <i>Acuity Assessments</i>, which</p>	<p>Peer and group tutoring</p> <p>One-to-one tutoring</p> <p>In school, after school on Tuesdays, Wednesdays and Thursdays and Saturdays from 9:00 AM – 12:00 PM.</p>

	serve as diagnostics to determine math levels and gauge student progress; will assist us in bridging the achievement gap.;		
Science 91	<ul style="list-style-type: none"> • Hands-on examples to provide a better understanding of scientific concepts; • off track credit bearing classes both during and after the school day • Resource room and inclusion classes during the day. • Regents Diagnostic tool • Saturday Academy • Online Credit Recovery Tool • Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands 	Peer and group tutoring One-to-one tutoring	In school, after school on Tuesdays, Wednesdays and Thursdays and Saturdays from 9:00 AM – 12:00 PM.
Social Studies 212	<ul style="list-style-type: none"> • Interpreting document-based questions and essay writing practice ; • off track credit bearing classes both during and after the school day • Resource room and inclusion classes during the day. • Regents Diagnostic tool • Saturday Academy • Online Credit Recovery Tool • Multiple Intelligence methodology to foster reading comprehension and 	Peer and group tutoring One-to-one tutoring	In school, after school on Tuesdays, Wednesdays and Thursdays and Saturdays from 9:00 AM – 12:00 PM.

	increase cognitive demands		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) 107		Group and one-to-one counseling	In school, after school on Tuesdays, Wednesdays and Thursdays and Saturdays from 9:00 AM – 12:00 PM.

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.

- All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students. Appropriate state and city certifications; accompanied by quality training ensures that effective teaching practices are utilized.
- High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom ; support parents and build community with colleagues.
- The principal, assistant principals and staff will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.
- The school has collaborated with the network instructional team and will tap into the content specialty team to bring in the instruction specialists, in particular the literacy, and history specialists to work with all ELA and Social Studies teachers to improve literacy practices as well as discuss and implement differentiated instruction to help improve student outcomes. Teachers will also participate in monthly professional development sessions that will focus on accountable talk, differentiated instruction and the Point of Entry Model. School budget funds will also be allocated to support individual learning sessions for ELL and or special needs students; as the school will see an increase in the number of these students.
- All new teachers are assigned mentors who commit quality time to providing support structures to help acquaint their new colleague(s).
- Teacher teams collaborate frequently and develop department goals and or benchmarks.
- School Leadership meets with new teachers weekly and provides constructive feedback.
- Teacher candidates are interview more than once by a committee of students, parents, teachers and administrators.
- Teacher candidates are required to perform a demo lesson and bring portfolio of developed learning plans.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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;

The High School for Health Careers and Sciences' 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;

Our school will further encourage parental involvement by:

1. September 5, 2012, ELL Orientation for Parents
2. September 13, 2012, PA Executive Board Meeting
3. October 1, 2012, SLT/PA meeting, Ydanis Rodriguez, guest speaker
4. October 17, 24; November 14, November 21, 2012, healthy Cooking Workshops for Parents
5. October 25 & October 26, 2012, Parent Teacher Conferences
6. December 3, 2012, SLT/PA Meeting, Holiday Celebration
7. December 3, 2012, Meeting for Parents of Seniors
8. December 12, 2012, Parent Coordinator Meeting
9. January 7, 2013, SLT/PA Meeting
10. January 1, 16; February 6, 13, 2013, Clinic Workshops on Communication with Teenagers
11. February 4, 2013, SLT/PA Meeting, Valentine's Celebration
12. March 4, 2013, SLT/PA Meeting, Survey Participation Day
13. March 14 & March 15, 2013, Parent Teacher Conferences
14. April 8, 2013, SLT/PA Meeting, Upcoming SLT/PA Elections Discussed
15. May 6, 2013, Nominations Received for PA/SLT Positions
16. June 3, 2013, SLT/PA Meeting, elections held for new PA/SLT Board Members

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nancy Scala	District 06	Borough Manhattan	School Number 468
School Name HS for Health Careers & Sciences			

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

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

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

D. School Demographics

Total number of students in school	668	Total Number of ELLs	210	ELLs as share of total student population (%)	31.44%
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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. 

START II: ELL Identification Process

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

a)

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

b)

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

c)

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

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

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

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

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

language.

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

3.

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

4.

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

5.

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

6.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 (60%:40% → 50%:50% → 75%:25%)										10	8	5	1	24
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										1	1	0	1	3
Total	0	0	0	0	0	0	0	0	0	11	9	5	2	27

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	71	23	3	34	17	4	10	7	0	115
Dual Language										0
ESL	16	4	2	39	9	6	40	2	12	95
Total	87	27	5	73	26	10	50	9	12	210

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic										3	1			4
Haitian											1			1
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	36	44	25	10	115								

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										35	25	8	20	88
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										3	1			4
Haitian											1			1
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													0	0
TOTAL	0	38	29	8	20	95								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

- In the fall of the following schoolyear, content teachers use a 50/50 model and work towards 60 % English/40 % Native Language.

4. As soon as a potential ELL enters our school, all evaluative processes are conducted with a staff member present who speaks that student's native language. Throughout their time at the school, students continue to have native language translators present at all evaluations.

5. The HS for Health Careers and Sciences services five subgroups of ELLs: SIFE, Newcomer ELLs, 4-6 YOS ELLs, Long-Term ELLs, and ELL-Students with Disabilities (SWDs).

a) Our SIFE program primarily focuses on students in grade nine. Fluency in academic English and Native Language Arts is the principal goal of our SIFE program. These students are programmed for all content area classes with a bilingual teacher. We are implementing a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills. SIFE students will be programmed for one and a half hours of enrichment (literacy and mathematics) after school three days per week and three hours on Saturday mornings. The After-School and Saturday Enrichment Program incorporates small group instruction for more individualization. Through ESL and content teachers' collaboration, students will learn Native Language Arts, as well as English to improve their skills.

b) Our Newcomer ELLs (0-3 years in US schools) are taught by ESL teachers using the Total Physical Response (TPR) approach. A command system of language is used in order to develop strong receptive language. The teacher instructs the students to respond physically rather than verbally and speech emerges naturally. This approach uses explicit speech, visual and physical clues to help students comprehend second language input. Teachers act out concepts and vocabulary using this approach, to help students internalize new vocabulary or grammatical features in the target language.

Our ESL teachers have been trained in Q-Tel and use many Q-Tel strategies when teaching our newcomers. Teachers use various scaffolding activities which are gradually removed once students show evidence of advancement in their language acquisition. Newcomers are prepped carefully for taking the NYSESLAT exam for the first time. Our teachers of Newcomer ELLs make sure to tie the students' heritage into the curriculum so that there is pride and a connection to their native language and culture.

At this time, ESL students with only one year of exposure to English must take the same ELA exams (8th grade and ELA Regents Examination) as native English speakers. We work very closely with these students to prepare them for this important exam. After-school and Saturday tutoring sessions allow teachers to help these students with the structure and content of the ELA exam. Specifically, we have found that using short stories instead of novels for Task 4 (Critical Lens) makes the ELA exam more accessible to our ELLs.

During testing, we apply all of the ESL testing accommodations such as:

- time extensions
- separate location
- additional reading of the listening section
- bilingual glossaries and dictionaries; simultaneous use of English and Alternative Language editions

c) In many ways, ELLs receiving 4-6 years of service make up our most important subgroup. We work closely with this group of students in order to prevent them from becoming Long Term ELLs. Teachers review the YOS, the RLAT and the RNMR to better serve our ELLs and make instruction individualized for them based on their strengths and weaknesses. Once teachers know which components a student needs to work on, they can better create instruction for that student. ELLs who have reached proficiency in one performance area but still need to reach proficiency in another, are given intense review in their area of deficit. After-school tutoring and Saturday School is encouraged for all ELLs, especially those who fall into this sub-category.

d) Our long-term ELLs are a challenge. Oftentimes, they appear to be proficient because their spoken language is advanced. Unfortunately, these are students who may have achieved a level of proficiency in one performance area, but only a level of advanced in the other. Others keep getting repeat scores of advanced or less, in both performance components on the NYSESLAT. They are very

A. Programming and Scheduling Information

close to proficiency but it continues to elude them and they become extremely discouraged, fearing that they will never become a “former” ELL. Their classroom teachers work closely with them, specifically on their area(s) of weakness. Motivation at this time is key. We explain to the Long Term ELLs the gravity of their situation and how it will affect them in their future academic lives. All ESL staff members work diligently to prevent our Long Term ELLs from dropping out. Teachers make themselves available in many ways: providing extra tutoring, encouragement and “pep” talks, and setting up appointments to speak with guidance counselors.

6. Instructional strategies and grade-level materials for ELL-SWDs are developed by several teachers in accordance to the students' IEPs. We have an ESL teacher working in conjunction with a special education teacher so that all areas of the students' needs are being met. Students are being taught a target language with the necessary supports of special education. Small group instruction is given daily within the whole class setting. The special education teacher will write on the board what the ESL teacher is saying to reinforce understanding. Materials and books are modified to better fit the needs of these students. NYSESLAT preparation is continually incorporated into the ESL/Special Education curriculum.

7. Our ELLs with IEPs receive instruction in a Collaborative Team Teaching setting. We find this to be far less restrictive than a self-contained Special Education ESL class. In addition, we implement the same flexible programming that we use for SWDs non-ELLs-- for our ELLs-SWD.

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
Native Language Arts	5 Spanish
Social Studies:	5 Spanish
Math:	5 Spanish
Science:	4 Spanish

Class/Content Area	Language(s) of Instruction

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

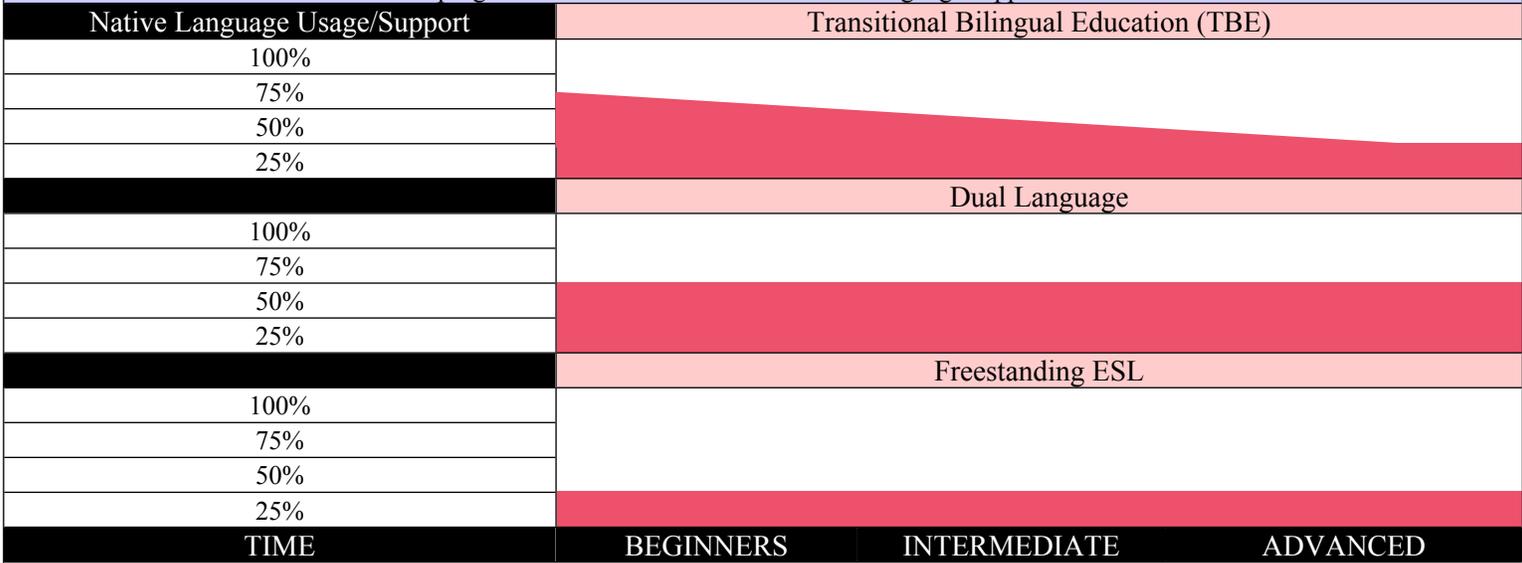
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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

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

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

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

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

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

16. Every summer, the school provides a three week Bridge Program for newly enrolled freshman ELLs. The program is taught by a

licensed ESL teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program is usually theme-based by week with culminating trips that are connected to themes. Students leave this program with many of the tools needed to start high school.

17. The High School for Health Careers and Sciences offers Spanish.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										21	14	10	1	46
Intermediate(I)										34	35	17	16	102
Advanced (A)										14	28	8	12	62
Total	0	0	0	0	0	0	0	0	0	69	77	35	29	210

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										6	4	4	1
	I										16	13	6	3
	A										25	14	10	10

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P										22	46	14	15
READING/ WRITING	B										16	19	12	9
	I										38	34	21	18
	A										14	17	2	2
	P										1	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	18	18	2	0	38
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	9		28		13				50
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	54	0	14	0
Integrated Algebra	122	43	31	3
Geometry	23	0	1	0
Algebra 2/Trigonometry	6	0	1	0
Math				
Biology				
Chemistry				
Earth Science	66	24	6	0
Living Environment	33	8	9	3
Physics				
Global History and Geography	57	23	25	9
US History and Government	76	39	12	4
Foreign Language	30	0	29	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The only exams that is used in high school is the LAB-R and the Spanish Lab. Early literacy skills would apply to elementary school.
2. When analyzing the data patterns on the NYSESLAT, it is noted that the majority of students show growth from year to year. Many times, an ELL will have growth within the same performance level. For example, a student may score as a Beginner in one year, and then as a Beginner again the next year. It would appear that no growth has been gained. When scores are examined closely, it can be seen that there was growth, even within the same performance level. It also appears that ELLs fare far better on the Listening and Speaking modality than they do on the Reading and Writing modality. Many times, students have reached proficiency in Listening and Speaking, but have scored as an Advanced or Intermediate in Reading and Writing. The majority of students who take the LAB-R are unable to respond to most of the questions.
3. When the data from the NYSESLAT is disseminated, it is clearly seen that the ELL students' strengths and weaknesses occur across all of the modalities (reading and writing/listening and speaking). This information drives instruction and ensures appropriate ESL services. This information is used to differentiate instruction, creating groupings which will target the areas of deficit and help students acheve proficiency. The analysis of the NYSESLAT modalities has resulted in the improvement of ELL instruction and this, along with Title III programs, have improved scores overall. Achieve3000 has been used with all of our ELL students for two years. Through the use of the internet, email and current events, this individualized reading and writing program has been most helpful for students. In September, a data specialist from the Achieve3000 company, provided information and comparisons for four consecutive semesters. Many ELLs went up several reading levels. All ELLs have subscriptions to the New York Times student magazine UpFront, which focuses on improving reading and writing skills.
4.
 - a) Data is examined from Regents exams to see whether the ELLs are more successful taking these tests in English vs. their native language. The results are inconclusive; the data appears to show that ELLs taking Regents exams in English versus their native language are more successful in passing these exams in English.
 - b) As far as the periodic assessment is concerned, teachers and school administrators would like to use the results to accomplish more effective programming of students and more homogeneous groupings of students in the classroom.
 - c) When analyzing the data for ELLs on the McGraw-Hill Acuity exam, most of the data was unavailable. The results did not indicate a clear picture of ELL progress. The ELLs scored very well on the NYSESLAT this year (there were over four times the amount of students reaching proficiency this year than the prior year).
5. Not applicable. We do not have a Dual Language program at our school.
6. Looking at the NYSESLAT and the ELA Regents Examination are two indicators of ELL student achievement. In 2009 we had an 8% passing (reaching proficiency) on the NYSESLAT. The school also uses teacher-made assessment tools for the purposes of assessing early literacy skills of the ELLs.

Additional Information

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

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

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

Part VI: LAP Assurances

School Name: HS for Health Careers & Career		School DBN: M468	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harris Marmor	Principal		
Ellen Campeas	Assistant Principal		
Elsa Roman	Parent Coordinator		
Zhicheng Zang	ESL Teacher		
Mary Tejada	Parent		
Barbara Gortych	Teacher/Subject Area		
Ramon Estevez	Teacher/Subject Area		
	Coach		
	Coach		
Elizabeth Arrendell	Guidance Counselor		
Nancy Scala	Network Leader		
Jose Soriano	Other <u>Social Studies</u>		
Lissette Parra	Other <u>Spanish</u>		
Carmen Sanchez	Other <u>Related Services</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: M468 School Name: HS for Health Careers

Cluster: 1 Network: CFN107

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: HS for Health Careers	DBN: M468
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here: This program will target the fifty-three (53) ELL students who comprise the ESL subgroup of students with 4-6 years of instructional service. Our very focused goal is to prevent this targeted group of students from becoming Long Term ELLs. The ESL instruction, which students receive during the course of the school day, needs to be supplemented with an after-school and Saturday program. Instructors will be given the disaggregated NYSESLAT scores for each student (RNMR & RLAT). The goal will be to focus on each student's particular area of deficit by giving NYSESLAT prep, practice and support. In addition, some of these students will be preparing to take Regents examination.

Teachers will be given the NYSESLAT and the modality report which will address each student's proficiency level and will drive the instruction needed for mastery. The classes will be divided up into smaller homogenous groups for intensive practice. If the student's area of deficiency is Reading & Writing, instructors will work with students using journals, response to literature prompts, short story analysis, NYS Regents essay practice and the Achieve3000 software program. For those whose weakness lies within the modality of Listening & Speaking, students will practice taking notes from engaging teacher-read material. Other auditorily enhanced activities will be implemented with this particular group of students. For students for whom both modalities are equally low, they will get support in both areas. All ESL instruction, during the week and on Saturdays will be taught by two licensed and certified ESL teachers.

In addition to the intensive ESL instruction, there will also be Regents preparation in the subject areas of mathematics, social studies and science for the ELL subgroup of students with 4 – 6 years of instructional service. These students will take Regents exams in January & June and need intensive preparation for the Algebra, Earth Science, Living Environment and Global & US History Regents exams. This ELL Regents preparation program will be taught by a licensed bilingual Social Studies teacher, a licensed bilingual mathematics teacher and Earth Science & Living Environment teachers who are bilingual. The two un-certified content area teachers will do co-planning and co-teaching with our two licensed and certified bilingual/ESL teachers. Our rationale for including Regents preparation for ELLs with 4-6 years of service is as follows: these students statistically fare less well in the Reading and Writing portion of the NYSESLAT. For all students to be successful on the Regents exams, they must be proficient in reading and writing. For ELLs, in the category of "4-6 Years of Service", proficiency and success are often just out of their reach. They are at a true disadvantage and need all the extra support and help they can get in these areas. We feel that with this additional help, the playing field will be leveled and they have a better chance for success. In addition, our graduation rate will be positively impacted when more students pass Regents exams.

This program will be offered after school for 1.5 hours on Tuesdays, Wednesdays and Thursdays (3:00 – 4:30 PM) and on Saturday mornings for 3 hours (9:00 AM – 12:00 PM).

There will be fourteen Saturdays: 2/2, 2/9, 3/2, 3/9, 3/16, 4/6, 4/13, 4/20, 4/27, 5/4, 5/11, 5/18, 6/1, and 6/8. The Saturday program will begin on Saturday, February 2, 2013.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: All six teachers participating in the Title III enrichment program will be required to attend professional development sessions offered by the Department of Education OELL and CFN 107. In addition, the six teachers in the Title III program will participate in after school collaborative study groups in which they will be able to discuss student progress, best practices and curriculum mapping for ESL.

In-school study groups will meet one time per month during the teachers' professional periods starting February 1st through June 14th. Articles and texts which will be read by the teachers in this program and discussed at their study groups will be: "Bilingual Education in the 21st Century: A Global Perspective (2009) by Ophelia Garcia; "Educating New York's Bilingual Children: A Future from the Past" International Journal of Bilingual Education and Bilingualism, 14:2, 135-153; and the text book "English Grammar: Instruction that Works by Dr. Evelyn B. Rothstein. Other topics of study which support the Title III program and will be discussed in the study groups are: Achieve3000, curriculum alignment with common core standards as it applies to ESL and specifically to this targeted ELL group.

Part D: Parental Engagement Activities

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

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

Begin description here: Due to the lack of English proficiency amongst our parent population, ESL classes will be offered for parents on Saturdays mornings, from 9:00 AM - 12:00 PM beginning February 2, 2013, in conjunction with the student classes. Instructional methodologies for emergent English adults will be used for these adult classes. Translation/interpretation services will extend to our Saturday classes to make these classes more accessible for parents who only speak Spanish. The Parent Coordinator will be attending these classes to assist the teacher and ensure that parents receive full benefits from the ESL course.

Workshops focusing on relevant and useful skills for parents will be given monthly. Basic Interpersonal Communication Skills (BICS) will be utilized. Concentrated outreach to parents of the 4 - 6 year ELL students will be conducted so that they can attend and take advantage of this program which will be integral in increasing student literacy through parental involvement.

Part D: Parental Engagement Activities

Outreach to parents will be provided in the following ways:

- Our Parent Coordinator, will be integral in the outreach aspect of this program. She will be responsible for the translation of all notifications, flyers, emails and letters sent out which invite and inform our parents of upcoming events. In addition, our very versatile bilingual staff will be available to provide translation services to our parents, as needed. Conferences between parent, bilingual guidance counselors, and students will be held during the school day. In addition, after school, evening, and Saturday conferences will be held to serve working parents. These guidance conferences will focus on student academics, family literacy and support services, small group counseling, and referrals to the on-site psychologist and social worker from the school-based NY Columbia Presbyterian Clinic. Future career and college opportunities will be explored. Parents will be encouraged to attend the Saturday ESL classes to become more proficient in reading, writing and speaking English. The parents will also be notified about the monthly Saturday skills workshops to be held on Saturday afternoons.

Part E: Budget

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

Allocation Amount: \$

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

