



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HS FOR MEDICAL SCIENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X413

PRINCIPAL: WILLIAM QUINTANA

EMAIL: WQUINTA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
William Quintana	*Principal	
Joseph Burgos	*UFT Chapter Leader	
Victor Quarshie	*PA/PTA President	
Romeo Rotgans	DC 37 Representative	
Mahesh Sumrah	Student Representative	
Orlando Avila	Member/ SLT Chair/Teacher	
Erwin Serrano	Member/ Teacher	
Carlos Pichardo	Member/ APO	
Hilbania Aponte	Member/ Parent	
Aracelis Noriega	Member/ Parent	
Nery Familia	Member/ Parent	
Theola West	Member/ Parent	
Reena Seetaram	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To improve the % of students in school earning 10+ credits in 1st year. The % of students in school earning 10+ credits in 1st year will increase by 2.00 % from 75.0 % in 2011-12 to 77.0 % in 2012-13.

Comprehensive needs assessment

- The % of students in school earning 10+ credits in 1st year was 75.0 % in 2011-12. A higher percentage of students earning 10+ credits in their 1st year will have a direct correlation with a higher School's Progress report overall score. A higher School's Progress report overall score will translate into a better letter grade.

Instructional strategies/activities

- Guidance counselors will target students on the school at their first year in the school and at-risk of not earning 10+ credits at the end of the first marking period. Individualized students' checklists will be discussed with them and their parents. These meetings will be repeated after each marking period ends. The result of these meetings will be programming the student for AIS prep and remedial classes or after-school/Saturday instruction. A Regents Prep component will be also taken into consideration. Parents will receive periodic reports to help them monitor their children's progress. Tax levy and Title I Funds will support these activities.

Strategies to increase parental involvement

- At HSMS, we will make every effort to encourage parents to become partners in the educational process. First, we will make parents feel welcome when they visit the school. We will encourage them to visit their child's teachers and counselors. Parents will participate on school committees.
- We will continue with an effective School Leadership Team, comprised of school personnel, students, and parents. This committee will ensure that the school's Comprehensive Education Plan is implemented and will revise the plan as necessary. This will provide parents with a sense of empowerment and inclusion. We will also ensure that parents receive timely information on the academic progress of their children, and will organize activities at which the parents themselves can be educated or, even, entertained. We hope to improve parental enthusiasm by organizing workshops on topics such as parenting skills, computer training, and English language instruction.
- The parents of our new sixth and ninth-grade students will be invited to visit the school and attend orientation meetings, beginning with a Spring/Summer Open House and Tour. Parents will also be invited to attend workshops on graduation requirements and state examinations. Finally, parents will receive timely notification of the academic intervention services offered to their children and monthly academic progress reports.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Use of tax-levy and Title I Funds

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- To graduate middle school students with two regents above 65. At least 50.0 % of all middle school graduates will pass two Regents taken in 8th grade with scores higher or equal to 65 by June 2013.

Comprehensive needs assessment

- The highest the % of all middle school graduates passing Regents taken in 8th grade, the highest the HS Readiness Index.

Instructional strategies/activities

- Dedicated guidance counselor/grade advisor
- Supplementary/remedial classes
- Regents Prep
- Review of Cohort
- Identification and constant monitoring and follow-up of target population
- Use of tax-levy and Title I Funds
- Individual Student Plans

Strategies to increase parental involvement

- At HSMS, we will make every effort to encourage parents to become partners in the educational process. First, we will make parents feel welcome when they visit the school. We will encourage them to visit their child's teachers and counselors. Parents will participate on school committees.
- We will continue with an effective School Leadership Team, comprised of school personnel, students, and parents. This committee will ensure that the school's Comprehensive Education Plan is implemented and will revise the plan as necessary. This will provide parents with a sense of empowerment and inclusion. We will also ensure that parents receive timely information on the academic progress of their children, and will organize activities at which the parents themselves can be educated or, even, entertained. We hope to improve parental enthusiasm by organizing workshops on topics such as parenting skills, computer training, and English language instruction.
- The parents of our new sixth and ninth-grade students will be invited to visit the school and attend orientation meetings, beginning with a Spring/Summer Open House and Tour. Parents will also be invited to attend workshops on graduation requirements and state examinations. Finally, parents will receive timely notification of the academic intervention services offered to their children and monthly academic progress reports.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Use of tax-levy and Title I Funds

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To improve the Median Adjusted Growth Percentile for Middle School Math. The Median Adjusted Growth Percentile for Middle School Math will increase by 2.00 % from 52.0 % in 2011-12 to 54.00 % in 2012-13.

Comprehensive needs assessment

- The Median Adjusted Growth Percentile for Middle School Math was 52.0 % in 2011-12 A higher Median Adjusted Growth Percentile will have a direct correlation with a higher School's Progress report overall score. A higher School's Progress report overall score will translate into a better letter grade.

Instructional strategies/activities

- Guidance counselors will target students at-risk of not mastering math skills at the end of the first marking period. Individualized students' checklists will be discussed with them and their parents. These meetings will be repeated after each marking period ends. The result of these meetings will be programming the student for AIS prep and remedial classes or after-school/Saturday instruction. An RTI component will be also taken into consideration. Parents will receive periodic reports to help them monitor their children's progress. Tax levy and Title I Funds will support these activities.

Strategies to increase parental involvement

- At HSMS, we will make every effort to encourage parents to become partners in the educational process. First, we will make parents feel welcome when they visit the school. We will encourage them to visit their child's teachers and counselors. Parents will participate on school committees.
- We will continue with an effective School Leadership Team, comprised of school personnel, students, and parents. This committee will ensure that the school's Comprehensive Education Plan is implemented and will revise the plan as necessary. This will provide parents with a sense of empowerment and inclusion. We will also ensure that parents receive timely information on the academic progress of their children, and will organize activities at which the parents themselves can be educated or, even, entertained. We hope to improve parental enthusiasm by organizing workshops on topics such as parenting skills, computer training, and English language instruction.
- The parents of our new sixth and ninth-grade students will be invited to visit the school and attend orientation meetings, beginning with a Spring/Summer Open House and Tour. Parents will also be invited to attend workshops on graduation requirements and state examinations. Finally, parents will receive timely notification of the academic intervention services offered to their children and monthly academic progress reports.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Use of tax-levy and Title I Funds

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	Repeated Readings, Interactive Writing	Small Group / One to One	After School Portfolio
Mathematics	Differentiated Learning Flexible Grouping	Small Group / Tutoring	After School Reduced Teacher Student Ratio
Science	Differentiated Learning Flexible Grouping	Small Group / Tutoring	After School Portfolio / Saturday School for H.S. Credit recovery / Saturday School for M.S. Regents Review
Social Studies	Differentiated Learning Flexible Grouping	Small Group / Tutoring	After School / Extended Day for Credit Recovery
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Transcript Review / Exit Interviews / Crisis Counseling / Parent Meetings for LTAs and PIDs, and pending grads	Group Counseling / One to One / Counseling Lessons	After School / On-Going Sessions

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.

Preparing new teachers is by far a larger problem than retaining those you have already. School Districts need a fundamental solution to the teacher shortage problem. Universities across the nation are graduating nowadays many more new teachers than the country's annual demand of approximately 100,000 (Darling-Hammond & Sykes, 2002). However, although teacher labor markets are beginning to change, most are decisively local, with most teachers choosing to teach in schools near where they were raised or attended college (Boyd, Lankford, Loeb, & Wyckoff, 2003). Most notably, there is compelling evidence revealing a sufficient supply of available teachers (Ingersoll, 2001), but poor children and those of color are far more likely to be taught by inexperienced, underprepared, and ineffective teachers (Clotfelter, Ladd, & Vigdor, 2002; Darling-Hammond, 2000a; Sanders & Rivers, 1996). High turnover among new teachers (e.g., up to 50% within the first 5 years) leaves students in hard-to-staff-schools facing a revolving door of untried novices who do not have the skills to help them reach higher academic standards (SRI International, 2001). Without well-qualified teachers for schools with the most disadvantaged students, it will be impossible for school leaders to make as much headway on AYP as NCLB demands.

Recruitment, retention, assignments and support that ensures staff is highly qualified demand a direct correlation between the schools' working conditions for the teachers and its educational quality. Teachers' quality of life within schools is the most critical yet more frequently overlooked ingredient in education reform. Many institutions do not even offer the basic amenities of a locked closet for teachers' personal belongings and working tools for their professional development. New teachers entering the system are typically assigned to the most disadvantaged schools and placed in the most challenging conditions with the neediest students. Mentoring and institutional support are seldom part of the equation. At the HS for Medical Science, administrators and supervisors encourage self-reflection and collegiality by fostering a new enthusiasm about teaching and a growing respect for the profession. Teachers participate of weekly grade level meetings, share a schoolwide common planning time during the day, and experienced teachers function as lead teachers.

The school's programming is student-centered rather than teacher-center. It means that classes are created according to students' academic needs and teachers contribute to fulfill those needs by re-writing curriculum and proposing elective courses where each teacher can become a resident expert in their own field of expertise.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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 school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - i. that parents play an integral role in assisting their child’s learning;
 - ii. that parents are encouraged to be actively involved in their child’s education at school;
 - iii. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - iv. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 536	District 09	Borough Bronx	School Number 413
School Name HS for Medical Science			

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

Principal William Quintana	Assistant Principal Shirley Ithier
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Lynette Ortiz
Teacher/Subject Area Cesar Florez	Parent Nery Familia
Teacher/Subject Area type here	Parent Coordinator Antonio Melendez
Related Service Provider type here	Other type here
Network Leader Gerard Bernie	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	462	Total Number of ELLs	25	ELLs as share of total student population (%)	5.41%
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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. [i](#)

1- All Students are given the Home Language Survey, Interviews are conducted to formalize the initial assessment; if students qualify for the Lab-R they are tested during the administration window and all Lab-R protocol is followed. OTC students are also identified once admitted on ATS to ensure they are tested within the 10days of their admission if they qualify.

2- HSMS offers Its ELL students a Free Standing ESL program as per our CEP students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL service periods by highly qualified and certified ESL teachers. If there are students identified as needing language services by a teacher, guidance counselor, or parent coordinator the students are referred to the schools ESL coordinator who will explain options available to the students and their families. As a screened program students entering our school have already been categorized in regards to ELL status. However, if a parent or a teacher expresses concerns over a particular child's language proficiency, ELL liaisons are outreached for testing/placement purposes. This process is encouraged within the first two weeks of entry to the school.

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

4- Once identification of ELL's occurs, student placement decisions are made through a holistic profile summarizing results of multiple assessments, such as tests, classroom assessments, interviews and teacher observations. Once the parent/guardian is notified of the child's entitlement, orientations are arranged and held for parents to gain the necessary knowledge of programs available to their child within the school they are attending (whether it be FS-ESL, TBE, DL) materials are provided in the parent's home language which will indicate the program the parent has chosen for their child. Parents are also informed of when students may exit from ELL programs and transition to monolingual English instruction. They are informed that their child must score at a certain level of proficiency in English on the NYSESLAT and then be allowed entry to monolingual instruction. They are also made aware that in becoming proficient in English their child can receive ESL support as needed for the length of up to two years. For annual testing of NYSESLAT all ELL students at HSMS are annually evaluated for proficiency with the NYS English as a Second Language Achievement Test (NYSESLAT) every May. Parents are notified in writing and students are scheduled for each of the four parts of the NYSESLAT (Reading, Writing, Speaking, Listening) during the testing period. A proctoring grid and schedule is created by the testing coordinator allowing enough time for students to test in each of the four corresponding areas of the exam. Testing procedures are followed and guidelines adhered to during the testing administration period. When results are available, they are shared with ELL students and their families through

mailing of the Individual Student Parent Reports (which is mailed out to student homes) and counselor review score reports through the School Roster Report. Teachers then meet with counselors and testing coordinator allowing enough time for students to test in each of the four corresponding parts. Testing procedures are followed and guidelines adhered to during test administration. When results are available, they are shared with ELL students and their families. Teachers meet to discuss testing results and plan for curriculum differentiation for ELL students.

5- HSMS offers ELL students a Free Standing ESL program as per our CEP, students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL periods by certified ESL teachers. Parents are aware of the fact that HSMS/guardian that they are entitled to choose a different program at another school as per NCLB. Parents choose to remain at HSMS based on the trends in program choice for this school.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	11

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	0	6	0	2	11	0	3	25
Total	8	0	0	6	0	2	11	0	3	25

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	4	4	1	1	3	1	19
Chinese							0	0	0	0	0	0	0	0
Russian							0	0	0	0	0	0	0	0
Bengali							0	0	0	0	0	1	0	1
Urdu							0	0	0	0	0	0	0	0
Arabic							0	0	0	0	0	0	0	0
Haitian							0	0	0	0	0	0	0	0
French							0	1	0	0	0	0	0	1
Korean							0	0	0	0	0	0	0	0
Punjabi							0	0	0	0	0	0	0	0
Polish							0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian							0	0	0	0	0	0	0	0
Other							2	1	0	0	0	1	0	4
TOTAL	0	0	0	0	0	0	7	6	4	1	1	5	1	25

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

2- HSMS offers a Free Standing ESL following the push-in/pull-out and self-contained model, which provides research based ESL strategies and methodologies to meet the needs of our ELL's. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modifying instruction and assignments thereby scaffolding classroom work.

3- As per the CR-Part 154 English Language Arts is the foundation for NLA, ESL and ELA curricula. HSMS assigns the required units of study to ensure alignment with program models required and delivery of services. For grades 6-8, 2 units of English Language Instruction are provided at a Beginners Proficiency level in ESL, students at an Intermediate Proficiency level are provided 2 units of ESL instruction, students at an Advanced level of Proficiency receive 1 unit of ESL instruction and 1 unit of ELA. In grades 9-12 student at a Beginners Proficiency level receive 3 units of ESL instruction, those performing at an Intermediate Proficiency level receive 2 units of ESL instruction, At the Advanced level of proficiency students receive 1 unit of ESL and 1 unit of ELA. Each content area provides the following: English Language Arts which has daily literacy blocks (2 pds dly/ 10 pds wkly) utilizing the model of balanced literacy, leveled classroom libraries for all students and incorporated into their classroom instruction. The Mathematics program model of instruction has (

A. Programming and Scheduling Information

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

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

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

6- HSMS provides the standards-aligned English/Language Arts (ELA), Mathematics textbooks and instructional materials, including materials for universal access. These programs are designed, implemented and documented to be in daily use in all classrooms for all students enrolled in grade 6-12 ELA and mathematics courses. Full implementation means that all students, including English language learners (ELLs), and students with disabilities (SWDs) are provided current state standards-aligned textbooks and instructional materials in grades 6-12 ELA and mathematics courses. These materials are implemented daily as designed to support the needs of all students. In using the articulated middle school and high school instructional materials and publishers' texts selected by the school and teachers we are

A. Programming and Scheduling Information

able to provide access to academic content areas as well as accelerate English language development. HSMS will increase academic performance in the meets and exceeds category of grading on literacy and mathematics for all students with focus on ELL's and SWD's through collaboration, professional development and learning, and the integration of instructional best practices and supplemental resources.

7- HSMS Teachers and school leaders work in collaboration to make decisions regarding curriculum and assessments. Activities are designed to ensure that students who have difficulty mastering the proficient or advanced levels in content areas are provided with effective, timely additional assistance throughout the day in AIS and during push-in/pull-out periods. The additional assistance includes measures to ensure that students' who are having difficulties are identified. Early programming considers availability of ESL teacher to allow for access in her program

Courses Taught in Languages Other than English ⓘ

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

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

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

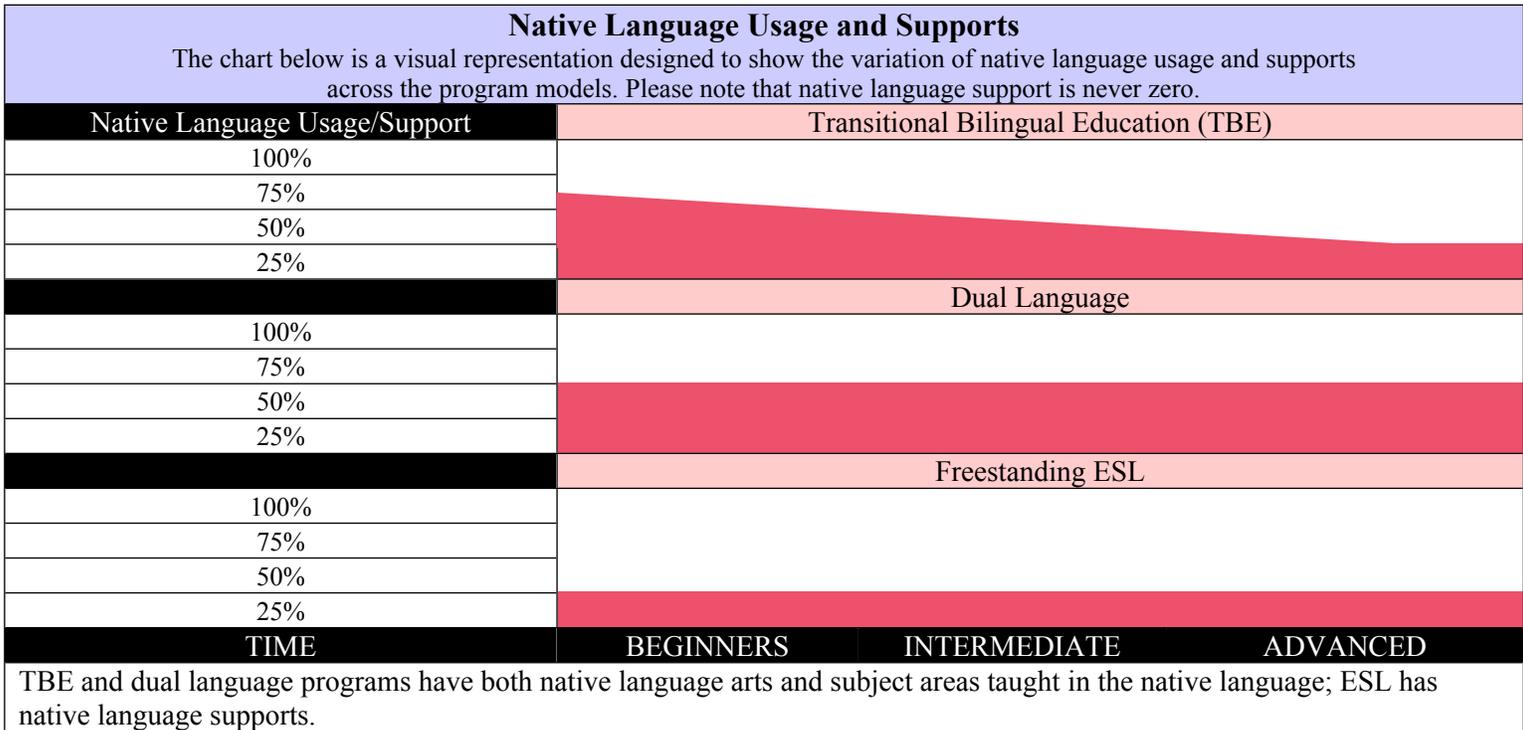
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

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

9-The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of the ESL program. HSMS continues to work with students in order to acquire the language development that is needed/necessary to transition them to advanced levels of ESL proficiency and out of the ESL program. HSMS continues to provide ELL's with differentiated instruction within their classrooms based on the modalities in which they require the most support as well as afterschool and AIS support.

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

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

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

13-The instructional materials used with ELL's are Ready to Write, Side by Side, Wordly Wise and American Short Stories. Students have lap tops within their classrooms to do research for all subjects (lap tops are used to implement RTI programs), through Renaissance Learning STAR math and reading program teachers identify student needs and build on their curriculum with the data collected (through achievement test) which allows for differentiation at every level and subject. RTI is used for progress monitoring ELL's & SWD's and it is done in all areas of instruction. HSMS is a print rich school. Students are given accounts to manage their classwork and teachers set specific goals for each student. Reading and writing is emphasized in every subject and there is a writing component and use of technology in all content areas including Physical Education.

14- The goals of ESL are to provide content area instruction in English using ESL methods and instructional strategies as well as Native language support to ensure comprehension. ESL instruction is based on literature and content based instruction that is aligned with the NYS learning standards and content areas as well as to be in compliance with the CR Part 154 regulations. English is used to teach core content to all ELL's

15- ELL's are grouped accordingly and have access to grade-appropriate content and language instruction through a highly qualified teacher. This is done because heterogeneous language grouping facilitates English language learning and it creates the need to use the English language. Instructional strategies and supports include the workshop model of instruction for reading, math and writing as well as balanced literacy strategies like read aloud, shared reading, word walls, shared writing, critical thinking skills, independent reading and independent writing.

16- Activities for newly enrolled ELL's at HSMS include orientation, a tour of the campus library as well as meeting with the staff to

become familiar with the resources available to them while they are in the school, introduction to Parent Coordinator as a contact for parents, as well as a questions and answer period to become familiar with their teachers.
17-All students including ELL's are programmed for Spanish as completion of two foreign language credits is a NYS requirement for all high school students to graduation requirements for the State of New York.

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)?

1- The targeted language (English) is used throughout the entire day within all content areas and courses. All ELL's at HSMS, regardless of their proficiency level, take a double period (90 min) of ESL instruction every day.
2- ELL's are integrated throughout the entire day. They are either part of the Self-contained model or the push-in model where their sessions are meshed with the class lessons.
3- Students are grouped heterogenously and taught in the English Language in all subject areas.
4- HSMS has a Free Standing ESL program.
5- Being a Free Standing ESL program HSMS does not teach in the students' native language. HSMS is a middle school high school and students entering have already mastered emergent literacy.

D. Professional Development and Support for School Staff

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

1- Our teachers will continue to receive support in reciprocal teaching, data analysis, as well as planning aligned to the teaching standards. We will continue to have formal/informal meetings between classroom teachers and inquiry teams to build on new teaching strategies in all content areas.
2- HSMS will continue to provide teachers with training for new ideas on strategies such as (Kagan exercises, & Danielsons Framework)for teaching and providing students with differentiated instruction. They will also continue to offer students support in AIS. They will continue to receive training in NYSESLAT test prep as well as ELA test prep in order to prepare the students for the ELA Regents exam, RCTR, RCTW (for students still in the safety net)for High School students, and the NYS Reading exam for Middle School students.
3- The ELL teacher provides additional ESL instruction during the 37 1/2 minute Extended Day program to ELL students starting 1st period then teaches cluster periods throughout the day also providing service to ELL's through push-in as well.

E. Parental Involvement

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

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

2- HSMS has developed partnerships with the Leadership Program, Middle School students in the lowest third receive Home Work Help as well as Social Skills training, Montefiore My Health Clinic provides medical services to the students in the school who have brought in parent consent, NYPD Community Affairs officers provide services to members of the community/ NYPD School Safety Uniformed Task Force provides safety lessons to all students within the school to build awareness and prevent incident within the campus, FDNY provides informational workshops to parents in the community. ESL services and English classes through referrals to outside agencies through the Legal Aid Society and Immigration for Community Advocates is also provided.

3- Through Parent Association meetings we meet with the Parent President and the Parent Coordinator which provide us with detailed lists of questions concerns and requests made by parents of monolingual and ELL students. We use this as our needs assessment for parents and ensure answers for the next parent meeting the following month or set up conferences with staff members within the school that can assist the parent with their needs.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B							0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		2	
Integrated Algebra	8		4	
Geometry	4		0	
Algebra 2/Trigonometry	1		0	
Math	0		0	
Biology	0		0	
Chemistry	4		2	
Earth Science	1		0	
Living Environment	8		5	
Physics	0		0	
Global History and Geography	1		1	
US History and Government	7		2	
Foreign Language	0		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 assessment tools used to assess the literacy skills of ELL students are the NYSESLAT and Lab-R. The data acquired through these assessment tools helps the teachers collaborate and create strategies that will help students improve in the areas of reading, writing, listening and speaking in order to reach proficiency. this information is collected assessed and used for program planning. Teachers are able to identify the needs of the students and appropriately plan for the upcoming school years addressing all content areas for student improvement. HSMS has 25 ELL students out of those 25 17 are Middle School students grades 6-8 and 8 are High School students grades 9-12.

2- The higher the proficiency level reflected on both the Lab-R and NYSESLAT, the higher the grades for ELA and Social Studies.

3- Listening and Speaking proficiencies are usually higher than reading and writing levels, therefore, infusing reading and writing across the curriculum is a must in order to bridge the gap exhibited by the NYS modality and scores.

4- A. Data seems to indicate that the performance of ELL's when taking exams in their Native Language are higher than when they take tests in English. B. By using the students proficiency level in order to structure students schedule and increase instructional time in ELA content. C. Data shows a proficiency level and the school customizes the students schedule according to their level.

5- HSMS has a Free Standing ESL program.

6- The school Progress Report shows the increase/decrease in the percentage of students meeting higher standards in the lowest 3rd for every year. This allows for better planning and the use of strategies that work and the need to build on those that have not produces the desired results.

Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>HS for Medical Science</u>		School DBN: <u>09X413</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: H.S for Medical Science**School DBN: 09X413****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Quintana	Principal		1/22/13
Carlos Pichardo	Assistant Principal		1/22/13
Antonio Melendez	Parent Coordinator		1/22/13
Illeannette Cirino	ESL Teacher		1/22/13
Nery Familia	Parent		1/22/13
Cesar Florez	Teacher/Subject Area		1/22/13
	Teacher/Subject Area		
	Coach		
	Coach		
Lynette Ortiz	Guidance Counselor		1/22/13
Gerard Bernie	Network Leader		1/22/13
	Other		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 **Network:** 534

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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