



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR MEDICAL PROFESSIONS

DBN (i.e. 01M001): 18K633

Principal: PAULINE O'BRIEN, IA

Principal Email: POBRIEN7@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: NATHAN DUDLEY

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Pauline O'Brien	*Principal or Designee	
George Kuzar, Jr.	*UFT Chapter Leader or Designee	
Miquan McLaurin	*PA/PTA President or Designated Co-President	
Silvia Termini	DC 37 Representative, if applicable	
Kessy Bonnet Nabila Mahubub	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Joseph Rizzi	CBO Representative, if applicable	
Jane Farren	Member/ Teacher	
Miquel Collymore	Member/ Parent	
Ronald Aubourg	Member/ Parent	
Annie Revellis	Member/ Parent	
Susan Landau	Member/ CSA elected	
Ligoria Cummins	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all HSMP teachers (29) will use a common rubric to reliably assess student work and share with students actionable next steps for learning as evidenced by 80% of students scoring a level 3 or higher on a unit's culminating task as scored by the common rubric .

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our 2012-2013 Quality Review referenced 2.2 as an area for improvement. The specific feedback stated that we needed to refine analysis of assessments to strengthen feedback to students to inform next steps more strongly and advance academic outcomes.

It further stated, "While the school provides actionable feedback consistently and has many strong assessment systems such as a uniform school-wide grading policy, common assessments, rubrics, exit tickets, and supervisor and teacher post-assessment meetings, the depth and specificity of information shared with students varies. Feedback suggestions placed on sticky notes are not matched to the rigor of the rubric criteria. The lack of specific analysis diminishes teacher focus on the exact and meaningful adjustments needed for meaningful evaluation and plotting of next teaching and learning steps."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Creation of and use of a common assessment rubric that is aligned to Common Core Learning Standards, Use and evaluation of common discussion strategies and rubric, inquiry teams to look at student work and develop plans for future steps.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, Educational Consultants, Lead Teacher, network instructional support, grade level teacher teams, department teams, MOSL Inquiry Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, all students will use information and feedback provided to them by teachers to assess their level of learning and give specific steps to increase their academic achievement. A systematic review of performance tasks at the end of each unit will allow teachers to evaluate the progress of their students and the effectiveness of each rubric.

D. Timeline for implementation and completion including start and end dates

1. Rubric development will begin at the start of the school year and continue until June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher programs are developed so that there are common planning times departmentally and by grade level to support the development of rubrics and support this instructional strategy. In addition, the support of the lead teacher, administrators, and educational consultants will be used as resources for development and implementation.

Strategies to Increase Parental Involvement

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).

Parents are offered workshops to inform them of academic supports. In addition, the use of an electronic grade book and a phone messaging system are supports to increase parental involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers (29) will incorporate writing strategies across content areas as evidenced by implementation of (1) collaboratively created CC-aligned unit of study in which 80% of students score a level 3 or higher on correlating rubrics.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Upon analysis of Regents exams in US History & Government, it was clear that our students have deficiencies in writing. For US History, while 77% of students scored a 3 or higher on the DBQ essay, 66% of students scored a 2 or below on the thematic essay including 9% of students who did not attempt the thematic essay.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher teams will meet to analyze student work, determine current needs, and create common teaching practices to address these needs. For example, in order to produce higher level analysis, there is a school-wide initiative using RAFT, common rubrics based on the CCLS, and common organizers.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, Educational Consultants, Lead Teacher, network instructional support, grade level teacher teams, department teams, MOSL Inquiry Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, 90% of students in HSMP will organize their paragraphs using RAFT in order to achieve a minimum of a grade-level 3 according to the analysis component of the Common Core-aligned Performance Assessment Rubric.

D. Timeline for implementation and completion including start and end dates

1. Integration of literacy supports for writing will begin at the start of the school year and continue until June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher programs are developed so that there are common planning times departmentally and by grade level to support the collaboration among teachers to develop support and create a common language for this instructional strategy. In addition, the support of the lead teacher, administrators, and educational consultants will be used as resources for development and implementation.

Strategies to Increase Parental Involvement

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).

Parents are offered workshops to inform them of academic supports. In addition, the use of an electronic grade book and a phone messaging system are supports to increase parental involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be a 5% increase in collective teacher performance in components 1e *Designing Coherent Instruction* and 3d *Assessment in Instruction* as measured by *The Danielson Framework for Teaching*.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research proves that using an evaluation tool such as Danielson's improves teacher practice, thus improves student achievement as well.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher teams will view teaching videos and complete intra/intervisitations in order to collaboratively score practice using the Danielson's rubric. Administration will conference with teachers to provide constructive feedback based on both informal and formal observations to open a dialogue regarding reflection and pedagogical improvement. They will develop **activities that build a shared school-wide understanding of what effective teaching looks like in all content areas**

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, Educational Consultants, Lead Teacher, network instructional support, grade level teacher teams, department teams, MOSL Inquiry Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, all teachers will achieve a data-based rating of "Effective" in Domain 3.

D. Timeline for implementation and completion including start and end dates

1. Beginning at the first staff development meeting, teachers will begin working with Danielson's Framework regarding practice evaluations (September 3), with monthly check-ins at grade team, department, and faculty meetings, culminating in final evaluation conferences in May 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher programs are developed so that there are common planning times departmentally and by grade level to support the development of rubrics and support this instructional strategy. In addition, the support of the lead teacher, administrators, and educational consultants will be used as resources for development and implementation

Strategies to Increase Parental Involvement

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).

Parents are offered workshops to inform them of academic supports. In addition, the use of an electronic grade book and a phone messaging system are supports to increase parental involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 80% of teachers (23/29) will have developed a comprehensive curriculum which incorporates both state standards and Common Core Learning Standards and strategies reflective of Universal Design for Learning as means of offering multiple entry points for all students. This goal will be measured by 90% of Effective rating

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research shows that UDL-based curriculum mapping aids in raising student achievement, especially for students in various sub-groups. We would like to raise college and career readiness. Backwards design allows for teachers to collaborate further in developing curriculum that is accessible and differentiated for all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Common Core curriculum planning website, Professional Development, web-based activity supports, backwards design, lesson plan studies

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, Educational Consultants, Lead Teacher, network instructional support, grade level teacher teams, department teams, MOSL Inquiry Team
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. By the end of each marking period, teachers will collaboratively evaluate and revise the upcoming unit plans before submitting to administration for approval.
- D. Timeline for implementation and completion including start and end dates**
1. Start of the school year until June 2014 Regents week.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teacher programs are developed so that there are common planning times departmentally and by grade level to support the development of rubrics and support this instructional strategy. In addition, the support of the lead teacher, administrators, and educational consultants will be used as resources for development and implementation

Strategies to Increase Parental Involvement

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).

Parents are offered workshops to inform them of academic supports. In addition, the use of an electronic grade book and a phone messaging system are supports to increase parental involvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Literacy focus on writing, Community Clinic	Small group instruction, tutoring	During and after the school day and on Saturday's
Mathematics	Literacy focus on writing and fluency, depth of knowledge, The Community Bank	Small group instruction, tutoring	During and after the school day and on Saturday's
Science	Community Clinic, integration of current events for fluency in writing and discussion	Small group instruction, tutoring	During and after the school day
Social Studies	Literacy focus on writing, interactive media, Fresh Prep	Small group instruction, tutoring	During and after the school day and on Saturday's
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interborough Mental Health Services; School Psychologist; Social worker; SAPIS worker. Services provided to meet IEP mandates.	Whole group, small group, one-on-one,	During and after the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administrators attend hiring fairs and work in close collaboration with Teacher Recruit Select. Interviews are conducted with a committee of pedagogues and administrators. Rubrics are used to assess candidate skills during the interview. Portfolio's are reviewed and select candidates are invited to teach a demonstration lesson.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers and staff members are encouraged to identify areas within professional organizations they are members of so they can participate in professional development opportunities that will further increase their skill set. Professional development is also provided by the network and in house by administrators and educational consultants along with teacher teams turn keying information from external professional development opportunities.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funding is used to support consolidated services, for example, funding uniforms for students in temporary housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers work in collaborative teams across grades and departments to ensure that all decisions are reached by consensus.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

High School for Medical Professions 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;

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;

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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 18	Borough Brooklyn	School Number 633
School Name The High School for Medical Professions		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Pauline O'Brien	Assistant Principal Heather McNamara
Coach N/A	Coach N/A
ESL Teacher Simeon Boyar	Guidance Counselor N/A
Teacher/Subject Area Nicole Moskal/Spec. Ed	Parent Miquan McLaurin
Teacher/Subject Area Brian Ostyn/English	Parent Coordinator Maryann Ruggiero
Related Service Provider George Kuzar	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	445	Total number of ELLs	11	ELLs as share of total student population (%)	2.47%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	5

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	0	0	2	0	1	5	0	4	11
Total	4	0	0	2	0	1	5	0	4	11

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8		2	1		3
NYSAA Bilingual (SWD)					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	2								2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			2		1				3
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	0
Integrated Algebra	8		7	0
Geometry	3			
Algebra 2/Trigonometry	1	0	0	0
Math				
Biology				
Chemistry				
Earth Science	3	0	0	0
Living Environment	7		3	
Physics				
Global History and Geography	6		3	
US History and Foreign Language	7			
Foreign Language	0	0	0	0
Government	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The ESL program at this school aims to assisting students to become proficient in the English language after at least 3 years.

Evaluation is continuous and collaborative. Students are assessed using running records and an item analysis is conducted on each of their Regents exams to identify their areas of weakness. End of year analysis is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT, the ESL students are mostly at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is generally good, there is room for improvement. We have shown NYSESLAT progress in the tested areas for all of our students. Based on our analysis, we have focused our program on the modalities of writing and reading, stressing cross-curricular planning and close reading of fiction and non-fiction texts.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We have implemented the following best practices based on the data:

Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.

- Close collaboration between the ESL teacher and content area teachers on identifying and correcting specific deficiencies in individual students.

. LAB-R results are used to place students of similar ability levels in the classroom.

- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.

- Use of ESL dictionaries (Longmans Dictionary), and glossaries in a print-rich classroom environment.

- After school tutoring

- Academic intervention as required to foster students' academic development and progress.

- Thorough practice in problem-solving strategies and justifying answers in mathematics.

- Providing opportunities for negotiating academic language in all content areas

. Given the NYSESLAT results, students continue to be placed with students of similar age and ability.

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool consolidates the information regarding levels and modalities. Based on our analysis, our ELL students aren making progress by advancing proficiency level and within each proficiency level. We have no Beginner students.

4. For each program, answer the following:

- a. 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?

We have no students taking exams in native language so there is nothing to compare. Periodic assessments inform instructional decisions and help perpare students fot the NYSESLAT. The assessments are analyzed to identify areas of weakness, which are then included in lessons, There is a correlation between results from periodic assessments and the NYSESLAT results. They show weakness in reading and writing. The results show that in general, lower reading levels lead to lower proficiency levels. Grade patterns are not included, as there is not a large enough sample size.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
QTEL strategies are fully implemented in all instructional decisions.
NYSESLAT, LAB-R, and ELL periodic assessments are used to drive instruction.
Teachers are in frequent communication with parents to address learning and additional concerns.
Students background is considered in planning culturally sensitive and inclusive lessons throught the school community.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Evaluation is based on meeting AYP and graduation rates and by classroom assessment to provide individualized support.
We consider AYP and in analyzing data, see that all students, regardless of SWD or not are making significant gains based on NYSESLAT results.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
As part of the admission process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an informal oral interview with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by a teacher who speaks the parent's native language (French, Haitian Creole or Spanish). In the case of languages that we cannot accommodate in our school we have protocols in place to reach out for translation assistance. If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting, the NYSITELL is administered and the student is programmed to receive ESL services. A letter is sent to the parent outlining the three possible choices for ELL education (Bilingual, Dual Language, or freestanding ESL, and informing of the child's ESL identification and enrolment in the relevant program. If the student and parent(s) chose ESL, they stay at HSMP. If they choose another option, they will be provided with information on local schools offering the program of choice.
- 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.

Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. They speak to the parent coordinator or ESL teacher to obtain the information necessary. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible. We have not received parent requests for other ELL programs. If there are other requests, we will offer them the information that they will need to enrol in a program that offers their chosen program.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [\[see tool kit\]](#).)

The Parent Coordinator, who has been trained on administration of the HLIS, is responsible for the administration of the Home Language Identification Survey. This is followed by phone calls until all documents are received. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission by the ESL teacher. Entitlement letters, parent surveys, and program selection forms are returned to the parent coordinator. Each student is prepared by general education teachers and the ESL teacher for the NYSESLAT. Instruction is tailored individually by using the data generated by the exam

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.
Criteria is based on LAB-R results and parent choice. The student is placed with students of similar age and ability.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students are scheduled or rescheduled to ensure that the four sections are administered. The speaking modality is coordinated with ESL teachers in co-located schools. The other modalities are scheduled, one per day, for a week. Make-ups are done as students are available.
6. 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.) 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. 
100% have requested freestanding ESL. We have not had the minimum number of parental requests to provide Bilingual or Dual Language programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The number of ELL students is relatively small (11 students ranging from Grade 9 to Grade 12). We have primarily adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in all of our classrooms. Each of our grades has one section where the ELL and former ELL's travel together for much of the day. They are programmed in a block, with classes travelling in a group through the day. Students are grouped by age and ability. In this way we provide the ESL students with the mandated number of minutes as stated in New York State Chancellor's Regulations Part 154.

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)?

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

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms. In this way,
- Programming Special Needs ELLs in Integrated co-teaching classrooms
- Collaborative planning between the ESL and content area teachers.

Intermediate students are scheduled for a minimum of seven 50 minute periods, Advanced four periods. At this time we have no beginners.

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 foster language development and meet the demands of the Common Core Learning Standards.

Use of SmartBoards and other technology in each classroom.

- Scaffolding in instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.

- Regular conferencing between ESL and content area teachers on challenging material and how we may simplify concepts to increase comprehension.

.Coplanned lessons

- Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms to ensure native language support. Translated content area instructional materials.

- Conferencing with ELLs in and out of classroom.

- Assessment through formal and informal assessments, and running records.

- Use of a variety of high interest texts, vocabulary, listening and speaking activities as well as free and guided writing exercises.

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Content is delivered in English with instructional materials providing native language support. Our ESL teacher is trained in QTEL strategies and he plans with his collaborative teachers to infuse these strategies in lesson planning and delivery. Multiple staff members, including our ESL teacher, are fluent in our students' native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated through all four modalities through the continuous use of formative and summative assessment with integration of Webb's DOK wheel in planning instructions. Periodic assessments as well as planned lessons to cover all four modalities and informal assessments are used.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All students are assessed to ensure that their individual needs are being met using data from the NYSESLAT to determine the number of units that are required for instruction to support ELL's in the different subgroup areas. For students who have tested proficient, they are provided with the support of additional time and readings of materials as required by law.

A. We have no SIFE students at this time. Should a SIFE student enter, we would meet with the family and discuss the individual needs of the student.

B. Students who are newcomers are welcomed in and assessed through NYSITELL. In addition, if necessary, we begin with the native language and continue to teach vocabulary and syntax.

C. 4-6 Year ELLs are given instruction support, primarily in reading and writing, as those are the primary areas of need.

D. Long-term ELLs in our school are either students with special needs or students with low attendance. We have an instructional support staff that does parent outreach daily for truant students and our teachers co-plan and co-teach to provide support for ELL SWD students.

E. Former ELLs are grouped with current ELLs in order to maintain support, and continue to be provided ELL modifications.

7. 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?

Our ESL teacher uses QTEL strategies throughout instruction along with the use of high interest low level reading material to support literacy. Student reading levels are assessed and instructional materials are provided with lexile levels that support the increased access to information and scaffold reading ability.

Materials are researched and provided to students. We focus on informational texts, that we try to keep modern. In order to accommodate needs, we find levelled texts related to the story issue. This ensures that students at all levels and SWD-ELL students have access to the material. All information is all available on computer and/or displayed on the smartboard.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWD have goals in their IEP that tailor instruction to their individual needs. We use a push-in model to ensure that the students are provided with the least restrictive environment. We encourage interaction with their peers and allow for pull-outs when necessary. Also, tutoring and ninth period classes are options for students.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

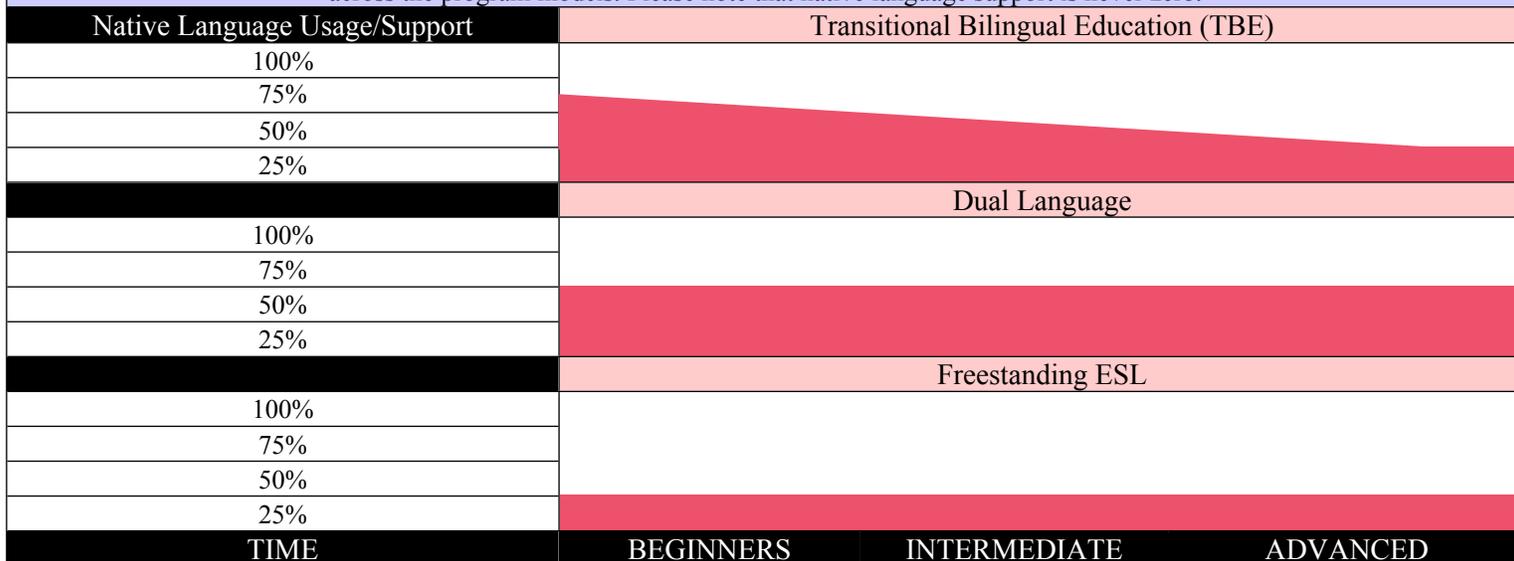
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

9. 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.

Intervention is determined upon reviewing data and determining what individual needs are, For example, we provide some students with SETSS support to enhance the instruction they are receiving. All lessons are coplanned and for SWD-ELLs, we co-teach classes. In addition, we offer tutoring in each subject after school each day which is delivered in English. Depending on the subgroup, SIFE, 0-3 years, 4-6 years, 6+ years, or students who tested out within a two year period.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

So far our graduation statistics show that 100% of our ELL students have graduated so our program is effective. This is based on the graduation rate and students identified as ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

At this time we have no intention of introducing new programs but we constantly access data and research based best practices to evaluate programs that might best meet the needs of our students.

12. What programs/services for ELLs will be discontinued and why?

We are not discontinuing any programs or services for our students

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL's are afforded the same access to school programs as other students. Academic tutoring, clubs, and sporting activities are offered to all students including ELL's. Information is posted on-line or in hallways. Currently, we have ELLs in clubs, tutoring, and athletics.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We use a high level of visual support with our ELL students and have translated versions of instructional materials when possible. We retain the services of a community organization, Puppetry in Practice, in order to provide additional support. We also subscribe to www.castlelearning.com which speaks text to students. All students, including SIFE, SWD, and LTE ELLs are given equal opportunity to participate.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered with supplemental instructional materials. Native language text is available and the ESL teacher speaks native languages of those ELLs in the school. There is only ESL.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Service supports are differentiated based on individual student needs, ages, and levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We do not currently have a bridge program but offer information about programs in the community to families. We provide this outreach in order to ease the transition. Students are able to come to visit, as we have an open campus policy.

18. What language electives are offered to ELLs?

Spanish is offered to all our students.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development is provided to the ELL teacher using an educational consultant once per week, daily professional periods and weekly grade team meetings. In addition, The NYC Office of English Language Learners provides professional development throughout the year which the teacher attends if pertinent. Training to meet Jose P. requirements and facilitation of student transition from middle to high school is provided during conference days, faculty conferences, and grade team meetings. We have consultants every Monday, Grade level meetings every Wednesday and Thursday, and staff-wide meetings on the first Wednesday of every month. Additional PD opportunities are attended if they are practically aligned to our needs. These may be attended by any staff, whether teacher, paraprofessional, secretarial, support staff, related service providers, guidance counselors, or administrative staff.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Monthly workshops are offered to parents in addition to the workshops that are offered by for example, the Haitian Family Resource Center. Parents are invited to honor roll celebrations and to the year end celebration of learning that has taken place in community service experiences at the 53 different medical facilities we are partners with. Parents are sent links to surveys asking how our school community could support them.

1. Any necessary translations are either done by school staff or OELL provided translators.
2. The school partners with 53 medical facilities and fosters a community spirit through community services.
3. We evaluate parent needs through phone calls, emails, in person contact, and any other observations.
4. Parental involvement activities address the needs of parents by being an open campus and having frequent and open conversations.

E. 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.

We do not wish to provide additional information.

Part VI: LAP Assurances

School Name: High School for Medical Prof

School DBN: K633

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pauline O'Brien	Principal		12/12/13
Heather McNamara	Assistant Principal		12/12/13
Mary Ann Ruggiero	Parent Coordinator		12/12/13
Simeon Boyar	ESL Teacher		12/12/13
Miquan McLaurin	Parent		1/1/01
Nicole Moskal/Special Ed, Eng.	Teacher/Subject Area		1/1/01
Brian Ostyn/English	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Geoge Kuzar	Guidance Counselor		12/12/13
Nate Dudley	Network Leader		12/12/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K633 School Name: High School for Medical Profession

Cluster: 4 Network: 403

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

Part A: Needs Assessment Findings

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

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at The High School for Medical Professions. Then we evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. Once that has taken place, we keep the collected information in files, which are at the principal's secretary office.

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.

Our findings revealed that the three languages for which translation services are needed are Spanish, Bengali, and French / Haitian Creole. Our school community was informed in the following manner:

The makeup of our parent population is:

Spanish
French/Creole
Bengali

Please note that when the need to communicate with families arises, we have staff members who have Spanish and French/Creole as their native language. If we have a need for a Bengali translator, we use the translating service that is provided by the Department of Education..

All school personnel were informed of language needs during our staff meetings and we revisit where necessary.

Part B: Strategies and Activities

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

The written translation services offered at The High School for Medical Professions are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. In order to ensure timely provision of translated documents to parents in need of language assistance services, we make sure that deadlines are taken into consideration so that information can be delivered in a timely fashion.

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 to oral translation, should a parent visit the school, the following systems are in place: Staff members are available to translate from Spanish and French/Creole. Currently, no Bengali speaker is available. However, for such we may rely on the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

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>.

The written translation services offered at The High School for Medical Professions are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. Regarding oral translation, we also rely on Spanish and French Creole speakers on-site, as well as the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.