



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HIGH SCHOOL FOR HEALTH CAREERS AND SCEINCES

DBN (i.e. 01M001): 06M468

Principal: JAVIER TREJO

Principal Email: JTREJO@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: NANCY SCALA

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
Javier Trejo	*Principal or Designee	
Daniel Rosenbaum	*UFT Chapter Leader or Designee	
Victoria Thomas	*PA/PTA President or Designated Co-President	
Yhanka Veras	DC 37 Representative, if applicable	
Tara Thomas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Andrea Delgado	Member/ Parent	
Daisy Goins	Member/ Parent	
Aida Rojas	Member/ Parent	
Lidia Camilo	Member/ Parent	
Angelita Diaz	Member/ Parent	
Marian Perez	Member/ Student	
Ellen Campeas	Member/ CSA	
Teresa Ratkowski	Member/ CSA	
Carlos Anderson	Member/ UFT	
Elizabeth Arrendall	Member/ UFT	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 06M468

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	624	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	34	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	18	# SETSS	10	# Integrated Collaborative Teaching	26
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	21
# Foreign Language	21	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	85.9%	% Attendance Rate			85.6%
% Free Lunch	88.7%	% Reduced Lunch			3.5%
% Limited English Proficient	28.3%	% Students with Disabilities			16.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			16.6%
% Hispanic or Latino	79.9%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	1.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	13.17	# of Assistant Principals			4
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	2.4%	% Teaching Out of Certification			26.0%
% Teaching with Fewer Than 3 Years of Experience	7.1%	Average Teacher Absences			6.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	45.3%	Mathematics Performance at levels 3 & 4			47.6%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			49.4%
6 Year Graduation Rate	76.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		No
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
The main thrust of the 2012/13 SCEP was to outline key activities and supporting structures in response to three principal areas of identified needs; namely, (1) a fully articulated, common core aligned curriculum, (2) a faculty professional growth system supporting the provision of the curriculum, and, (3) a system for measuring the impact of that provision relative to student learning and achievement. The plan further addressed ways to improve community involvement and to expand the circle of community partnerships.						
Describe the areas for improvement in your school's 12-13 SCEP.						
While we have made significant progress with respect to the completion of CCLS aligned curricular units in all concentrations (a necessary first step), what follows is the revision and refinement of these maps as well as the focused attention to capacity in the provision of these.						
With respect to our plan for data literacy for our staff, while organizational structures and school-wide policies are in place for the frequent collection, review, and adjustment (formal meeting schedules built into teacher programs, a dedicated data manager responsible for collecting, analyzing and summarizing trends , the implementation of Datacation – a data repository accessible to varying degrees to all school-community stakeholders, there is a clear need for a data literacy program that assists teachers in connecting findings to instructional practice						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Last year's priorities focused on credit accumulation, increasing the graduation rate and developing CCLS aligned curriculum.						
<ul style="list-style-type: none"> • Initial structure for teachers working in teams was not conducive for fostering the creation of content-based units primarily because teachers were meeting in grade-level groups and not by department. • Limited funding sources for hiring multiple consultants to support teachers in content-based departments. 						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<ul style="list-style-type: none"> • As a result of our formalized observation and feedback cycles, school leaders are calibrated relative to those high leverage components of the Danielson Framework, namely, components 1e, 3b, and 3d. With respect to faculty growth, the provision of component-specific, actionable feedback and the provision of a series of workshops targeting said components, resulted in improved plans reflecting greater attention to questioning techniques (3b) and quality feedback to students (3d). In terms of our curricular design, progress is evident in at least two ways: first, all concentrations have completed two fully articulated, CCLS aligned units; second, all CCLS units reflect our attention to the components stated above. • Content-based departments produced two CCLS units per core subjects to improve student outcomes. • An increase of the provision of clubs, teams and CBO programs has resulted in higher student achievement. • We improved in the communication category of the School Learning Environment as compared to school year 2011-2012 data. 						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	X	No
If all the goals were not accomplished, provide an explanation.						
Our efforts focused on developing and implementing an organized practice and structures that would develop CCLS units and drive instructional practice. The work of collaborative teacher teams incorporating an inquiry approach focusing on student outcomes was not fully accomplished due to the fact that the content-based departments were intent on producing CCLS units and there was not a designated time for collaborative teacher inquiry teams to meet.						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

- Limited number of target licensed content area teachers volunteering for extended day programs

List the 13-14 student academic achievement targets for the identified sub-groups.

To close the achievement gap, we will provide targeted academic intervention for students with special needs, ELLs, and students in the lowest third. Targeted ELL Regent's preparation classes will be provided for this population in addition to licensed special education teachers providing extra assistance to special needs students. Guidance staff will do outreach to parents to ensure that students are attending Saturday and afterschool programs. The data on the PR reveals that the school scored 5.3 out of 16 in this category. Our academic achievement target for 2013-14 is a score of 10 out of 16.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with staff at faculty and department meetings, School Leadership Team meetings. In addition, an approved SBO provides for daily teacher meetings with department supervisors; school leaders also have an "open door" policy and community stakeholders are welcome to communicate with school leaders as needed. Finally, school leaders attend and help construct agendas for all Parent Association meetings.

Describe your theory of action at the core of your school's SCEP.

Professional learning communities will improve student learning. In addition, an emphasis on teacher evaluation improves student learning.

Describe the strategy for executing your theory of action in your school's SCEP.

Daily content area teacher team common planning times and teacher team meetings are integral in executing the theory of action in the SCEP. In addition, students have credit accumulation opportunities and credit recovery programs which will ultimately increase the graduation rate.

List the key elements and other unique characteristics of your school's SCEP.

Daily common planning meeting times for teachers, PD provided weekly for each content area department by an AUSSIE consultant, multiple club opportunities for students, credit accumulation and credit recovery programs, and many parent engagement opportunities.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The three supervisory assistant principals work closely with content area teachers teams to ensure that quality CCLS units are being produced and that each teacher has appropriate lesson plans and strategies for delivering lessons. In addition, the leadership team conducts weekly learning walks to observe all classrooms to ensure that the collaborative learning model is being implemented. The assistant principal of organization works closely with the parent coordinator to ensure that effective communication with parents is ongoing and that there are workshops and special parent engagement opportunities. The work of the guidance staff is ongoing in order to ensure that students are programmed correctly and that they are programmed into needed credit accumulation and credit recovery programs along with Regents preparation tutoring programs.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Student Performance measures how many students graduated within 4 and 6 years of starting high school, and the types of diplomas they earned."

The Four Year Graduation Rate suffered a significant decrease from 57.7% to 48.4% (n=164)

Review Type:	DQR	Year:	2012 - 2013	Page Number:	3	HEDI Rating:	NA
---------------------	-----	--------------	-------------	---------------------	---	---------------------	----

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision	X	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

In order to increase the graduation rate **from 49.4% to 54% for the 2013-2014** school year, we will employ a credit recovery & accumulation program that both emphasizes theme-based instruction, increased learning time and a test sophistication program to reduce test anxiety and prepares students with the skills to navigate the school's most challenging Regents examinations

Instructional Strategies/Activities

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

▪ **Strategies/activities that encompass the needs of identified subgroups**

1. Targeted students will be enrolled in credit accumulation as an extended day program (per session) and provided targeted credit recovery opportunities.
2. Targeted students participate in extended day instructional program and accumulate 54 credit hours as per the state's regulations in credit accumulation and meet Aventa's requirements for credit recovery; Aventa is an approved DOE online credit recovery program

▪ **Key personnel and other resources used to implement each strategy/activity**

1. All teachers in the credit accumulation program. The assistant principals and the school programmer. Guidance and support staff to do outreach and intervention.

▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6. The assistant principal of organization, programmer and program consultant will create excel spreadsheets that identify students' hours completed, attendance information, credits attempted and credits earned. At interim periods, the AP will conduct an assessment of all students enrolled, discharged and who actually have the potential to receive credit. This will also be done at the end of semester to determine total sum of students who received credit.

▪ **Timeline for implementation and completion including start and end dates**

1. Program will run from October 2013 to June 2014 and will be modified based on interim assessments.

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

Based on transcript review, guidance counselors will flag students with fewer than 10 credits in the core subjects. Teacher recommendations will serve as the next level of high needs identification. Preference will be given to 11th and 12th graders. Additional seats will be made available to 10th graders. The program will run four days a week. Resources utilized will include mock Regents exams, Castle learning, Aventa, Casa Grande and Achieve 3000.

The program has an attendance requirement of no more than four absences. A contract commitment must be signed by both students and parents. As per the NY State Education Department, all students will be required to complete 54 credit hours to be awarded credit. A school assembled support team will call homes daily of students who demonstrate inconsistencies and or poor commitment to the program. Parental notices will be sent home when the program is cancelled.

A guidance consultant will oversee credit accumulation and credit recovery programs. Guidance counselors will be assigned to the extended day and will create a schedule of mandated conferences for all student participants. Counselors will create and maintain a “progress profile” for each student participant with specific and actionable goals (e.g., get to class on time; take accurate notes; use post-its for close reads; and complete all homework on time; create your own glossary of key, unfamiliar terms; or other tools for learning.). Each session will center around progress being made toward co-constructed goals and challenges impeding progress. Each session will begin with a review of the goals established in the prior session. Progress made toward these goals will form the basis of conversations. Goals will be adjusted accordingly. An additional F-status guidance counselor will be contracted to assist in the implementation of this plan, extent and duration: 10/15/13 – 6/30/14, one day per week times 26.4 weeks at a rate of \$255.93 per day.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
X Achieve Now; X SIFE											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).											
Provide teachers with frequent opportunities to meet as a department in order to look at common assessment results and student work to improve student learning and teaching practices. (4.2)											
Review Type:	DQR	Year:	2012-2013	Page Number:	3	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum			X	3.3 Units and lesson plans						
	3.4 Teacher collaboration				3.5 Use of data and action planning						

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, all teachers (including ICT teachers) will have engaged in at least two cycles of gap- analysis and task revision as evidenced by: agendas, minutes, teacher reflections and repository of revised tasks.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Instructional specialists and coaches will work with teacher teams to interpret, explain, apply and implement the language of the Common Core Learning Standards.										
2. Grade and department team leaders will participate in “train-the-trainer” professional development activities (capacity-building). Substitute teachers will cover teacher programs.										

B. Key personnel and other resources used to implement each strategy/activity
1. All teachers, department supervisors, Aussie consultant, network staff, grade and department team leaders.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Grade and department team leaders will design/implement review protocols for gap analysis and task revision.
2. Special education and Aussie consultant will set benchmarks and rubrics for measuring quality of revised products.
D. Timeline for implementation and completion including start and end dates
1. Three days per week: Teachers will work in teacher teams to develop CCLS curricular units. One day per week teachers will work with Aussie consultant and one day per week teachers will work with Network Achievement Coach.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Aussie consultant meets with content teacher teams once per week and Network Staff meet with three content teacher teams once per week. The school SBO allows for common planning and PD to be incorporated in the day.
2. Special education consultant will ensure revised products support SWD management and learning needs. Extent and duration: one day per week times 19 weeks at a daily rate of \$585.34.
3. Curriculum consultant will assist in coordinating the above in ensuring curricular cohesion.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Implement coherent curricula that emphasize rigorous tasks and higher order thinking skills in order to cognitively engage all learners thereby increasing students' Regents scores and college and career readiness. NYC Developing Quality Review, Page 3.			
Review Type:	DQR	Year:	2012 - 2013
Page Number:	3	HEDI Rating:	I

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
To increase school scholarship by 3% as compared to year 2012-2013, teacher teams will develop curriculum in all content areas that is aligned to key college-ready standards so that all students have access to material that is relevant, engaging, and rigorous.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. All teachers will participate in the development of curricular units that are aligned to Common Core Standards.
2. All teacher teams, assistant principals, and coaches(s) will create, implement, review, and critique CCLS units.

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

1. Aussie consultant, teachers, assistant principals and network staff

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

1. The Aussie consultant and teacher teams will conduct an assessment of the quality of each completed unit’s performance tasks and at least one other assessment will be developed.
2. Supervisory staff will routinely measure CCLS units using the Danielson Rubric.
3. Frequent classroom observations by supervisory staff will be performed to observe the unit implementation process.
4. Student work will be examined by teacher teams.
5. By 1/31/14, all CCLS units will be completed. The revision of these units is an ongoing process.

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

1. A minimum of three days per week between October 2013 and June 2014.

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

- Teacher teams are configured by content-based departments; they meet three times per week to complete CCLS required curriculum. The teams meet with the Aussie consultant one day per week; one day per week with network staff and three days per week with supervisory assistant principals. The common planning sessions were the result of an approved SBO.
- Program consultant will create excel spreadsheets that identify students’ hours completed, attendance information, credits attempted and credits earned. Extent and duration: seven hours per day times 18 days at a daily rate of \$51.53.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

While our DQR did not expressly state or score the degree to which our school responds to the social-emotional development of our students, it is widely understood and indeed research-supported that a strong correlation exists between social emotional health and academic achievement. As such this goal corresponds to DQR element 1.4. (Maintain a culture of mutual trusts and positive attitude that support the academic and personal growth of students and adults).

Review Type:	DQR	Year:	2012 - 2013	Page Number:	7	HEDI Rating:	I
---------------------	-----	--------------	-------------	---------------------	---	---------------------	---

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities

selected to address the goal.			
	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, we will have increased overall student participation by 4% in Academic Intervention Services.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- Increase extra-curricular activities, clubs and events which will further build community.
- Teachers and the leadership team will engage students in grade level Town Hall meetings pertinent to graduation requirements, events, internship opportunities, community service projects, and/ or research opportunities.
- Increased student participation in Academic Intervention Services.
- An increase in request for internships.
- An increase in recorded visits to the college counselor’s office.
- Periodic celebrations regarding student achievement; host staff/students of the month recognitions ; host staff/student retreats, trips ; establish the creation of a reward system for staff and students; host multicultural celebrations around holidays for staff, students, and parents, so that we might revel in the joy of diversity.
- We will work with the Office of Youth Development, the network and the school-based support team to provide appropriate supports to our students.
- We will collaborate with the Public School Athletic league to increase our school sports team offerings.
- We will develop a comprehensive structure for a school-based intermural league, which will encompass most athletic sports.
- School-based teams will collaborate with external partners to increase internships, community service, and student leadership.
- The school leadership staff will survey students regarding clubs, program and or internship offering. This data will assess progress toward learning needs.
- We will also use the NYC Learning Environment Survey to assess progress toward meeting benchmarks.

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

1. All teachers, school-based support teams and school leadership staff.

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

1. School leadership staff will conduct interim surveys that reveal students’ opinions regarding clubs, programs and/or internship offerings and their impact. This data will assess progress toward goals.
2. Skedula progress report data will also be reviewed carefully so that needed supports are provided for students.

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

1. Potential timeline for implementation: September 2013 to June 2014.

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

1. Community-based organizations will work with our school on a daily basis. Urban Arts staff is working with Global and ELA teachers to integrate literacy through the arts. This CBO meets twice a week with ELA teachers and twice a week with global teachers. In addition, Urban Arts provides a “Fresh Prep” program daily for two global history classes in order to attain a higher Global Regents passing rate. Cornell University meets once per week with our science teachers to provide support for our new hydroponics program. The New York Hall of Science provides 8 sessions for science teachers to support lesson modeling. Opus Dance Theatre meets

- twice a week with the theatre classes to promote the appreciation of arts through literacy.
- 2. Six clubs are available on Fridays and Saturdays.
- 3. There is a musical production club with an Urban Arts artist which meets on Tuesdays and Thursdays.
- 4. Grade level Town Hall meetings will take place every month.
- 5. Interim progress reports will be sent home every three to four weeks.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
--	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	----------	---------------

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

21st Century Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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

Review Type:	DQR	Year:	2012 - 2013	Page Number:	5	HEDI Rating:	D
---------------------	-----	--------------	-------------	---------------------	---	---------------------	---

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the communication category of the School Learning Environment will increase from 7.9 to 8.2.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. School Leaders and teachers will actively involve, review and evaluate 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.
2. Ensure that the Title I funds allocated for parent involvement are utilized as described in our Parent Involvement Policy and the School-Parent Compact.
3. 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.
4. 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.

5. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents' capacity to help their children at home; work with the Parent Association to establish support structures for improved understanding of their child's progress by training parents in the effective use of Skedula and ARIS.
6. Provide opportunities for parents to help them understand the accountability systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and the Learning Environment Survey Report.
7. 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.
8. 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.
9. Translate all critical school documents and provide interpretation during meetings and events as needed.
10. 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.
11. Use the NYC Learning Environment Survey to measure the progress toward success.
12. Utilize school- developed parent surveys and questionnaires to measure steps to success.

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

1. School Leadership Team; Parents Association; parent coordinator, assistant principals and teachers.

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

1. Use the NYC Learning Environment Survey to measure the progress toward success to increasing communication.
2. Utilize school developed parent surveys and questionnaires to measure the percentage of parents that are not communicating with school.

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

1. Potential timeline for implementation: September 2013 to June 2014.

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

1. PA meetings take place once per month.
2. School Leadership Team meetings take place once per month.
3. Title I Parent Committee will meet once per month.
4. Senior Parent meetings will take place once per month.
5. Parent Workshops will take place once per month.
6. Title I and Priority/Focus dollars will be used to support parental involvement and communication.
7. Principal Newsletter will be sent once per month.

Budget and Resource Alignment

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

	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
--	---------------------	--	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	<ul style="list-style-type: none"> • Analysis of fiction and non-fiction selections; essay writing practice; making personal connections to literature ; • Differentiated Instruction and implementation of multiple learning intelligences methodology • 	Peer and group tutoring One-to-one tutoring	In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM.
Mathematics	<p>Providing concrete examples so students realize that math is integral to everyday situations.</p> <p>The Combination of differentiated instructional strategies, guided programming to meet at risk students’ needs; extended day mentoring and tutoring; collaborative learning, project-based learning; Saturday academy and holiday-break academy for credit recovery. Evaluations like, <i>Acuity Assessments</i>, which serve as diagnostics to determine math levels and gauge student progress; these items will assist us in bridging the achievement gap</p>	Peer and group tutoring One-to-one tutoring	In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM.
Science	<ul style="list-style-type: none"> • Hands-on examples to provide a better understanding of scientific concepts; • off track credit bearing classes both during and after the school day • Resource room and inclusion 	Peer and group tutoring One-to-one tutoring	In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM.

	<p>classes during the day.</p> <ul style="list-style-type: none"> • Regents diagnostic tool • Saturday Academy • Online credit recovery tool • Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands 		
<p>Social Studies</p>	<ul style="list-style-type: none"> • Interpreting document-based questions and essay writing practice ; • off track credit bearing classes both during and after the school day • Resource room and inclusion classes during the day. • Regents diagnostic tool • Saturday Academy • Online credit recovery tool • Multiple intelligence methodology to foster reading comprehension and increase cognitive demands 	<p>Peer and group tutoring One-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Attendance tracking for at-risk students who are enrolled in credit recovery and credit accumulation classes • Attendance tracking and parent conferences for LTAs and other at-risk students • Classroom lessons, one-on-one conferences and group counseling for at-risk students on transcripts, report cards, college readiness, and promotion criteria • Support services for at-risk 	<p>Group conferences, one-to-one counseling and classroom lessons</p>	<p>In school, after school on Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday from 9:00 AM – 12:00 PM.</p>

	<p>students including informing students about CBOs, AIS services and career exploration</p> <ul style="list-style-type: none">• Referrals for at-risk students to counseling and other outside resources		
--	---	--	--

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

2. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. 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.

- All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students. Appropriate state and city certifications accompanied by quality training ensure that effective teaching practices are utilized.
- The principal, assistant principals and staff will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.
- School budget funds will be allocated to support individual learning sessions for ELL and or special needs students; as the school will see an increase in the number of these students.
- Teacher teams collaborate frequently and develop department goals and or benchmarks.
- School leadership staff meets with new teachers weekly and provides constructive feedback.
- Teacher candidates are interviewed more than once by a committee of students, parents, teachers and administrators.
- Teacher candidates are required to perform a demo lesson and bring portfolio of developed learning plans.

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).

- All new teachers are assigned mentors who commit quality time to providing support structures to help acquaint their new colleague(s).
- The school has collaborated with AUSSIE, NY Hall of Science and network instructional staff and will tap into the content specialty team to bring in the instructional specialists, in particular the literacy, and history specialists to work with all ELA and Social Studies teachers to improve literacy practices as well as discuss and implement differentiated instruction in curricular units to help improve student outcomes. Teachers will also participate in weekly professional development sessions that will focus on unit development, accountable talk, differentiated instruction and lesson planning.
- High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom and support parents and build community with colleagues.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Based on allocation guidelines, all funds will be used to accomplish the following: to reduce class size; to provide additional classes for credit accumulation both during, after school and on Saturdays; to hire additional teachers and guidance counselors to service student needs; to purchase necessary equipment and supplies to support various programs; to hire our support learning organization to assist the instructional program through its knowledge

management team; to work with faculty, to provide additional support for ELL and special needs students; to hire additional attendance staff to help monitor our school attendance, and visit the homes of our most at risk students to bring them back to our school; to hire teachers to coordinate after school clubs and programs; to purchase appropriate books and software; to hire required staff; to go on cultural trips and provide students with additional enrichment services. These actions, will ultimately improve our scholarship data regarding Regents data.

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.).

NA

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.

Content-area teacher teams meet daily and one day per week is devoted to discussion regarding assessments and looking at student work. Content-area teacher teams collaborate and create common assessments for each department. One day per week in the content-area teacher teams, the APs do professional development regarding Danielson Components 1e, 3b and 3d (assessments). In addition, network instructional specialists and AUSSIE coaches have provided PD to all departments regarding assessments, gap analysis, and using assessment results to improve instruction.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic

quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

The High School For Health Careers and Sciences, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, are 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;

**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 06	Borough Manhattan	School Number 468
School Name HS for Health Careers & Sciences		

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 Javier Trejo (I.A.)	Assistant Principal Ellen Campeas
Coach N/A	Coach N/A
ESL Teacher Zhicheng Zang	Guidance Counselor Elizabeth Arrendell
Teacher/Subject Area Barbara Gortych/ESL	Parent Victoria Thomas
Teacher/Subject Area Ivan Diaz/ESL	Parent Coordinator Elsa Roman
Related Service Provider Carmen Sanchez/Speech	Other Jose Soriano/ Social Studies
Network Leader(Only if working with the LAP team) N/A	Other Anabelle Gonzalez/Special Ed

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.	4	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	626	Total number of ELLs	173	ELLs as share of total student population (%)	27.64%
--	------------	----------------------	------------	---	---------------

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										25	27	11	15	78
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										53	22	12	8	95
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	78	49	23	23	173

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	110	ELL Students with Disabilities	41
SIFE	38	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	38

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	90	26	7	10	4	3	1			101
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	4	2	15	4	5	37		24	72
Total	110	30	9	25	8	8	38	0	24	173

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
Arabic										1	4			5
French										3				3
Spanish										74	45	23	23	165
TOTAL	0	78	49	23	23	173								

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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										74	45	23	23	165
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	4			5
Haitian														0
French										3				3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	78	49	23	23	173

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)										38	13	8	5	64

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)										13	15	6	8	42
Advanced (A)										27	21	9	10	67
Total	0	0	0	0	0	0	0	0	0	78	49	23	23	173

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	13	4	7
	I										7	12	2	5
	A										21	11	1	6
	P										13	7	6	4
READING/ WRITING	B										19	21	6	7
	I										28	22	4	8
	A										10	3	4	5
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	8	3			11
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		29		12		2			31
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									0
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	58	0	5	0
Integrated Algebra	62	50	20	16
Geometry	6	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	39	35	3	3
Living Environment	42	35	17	17
Physics	0	0	0	0
Global History and Geography	37	30	12	8
US History and Government	45	34	2	1
Foreign Language	20	20	19	19
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								

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 AALD is given to identified SIFE students to assess early literacy in addition to teacher-generated assessments and Achieve3000 is used to assess early literacy skills of ELLs. Most newcomers cannot read or write in English or Spanish; literacy across all content areas is a school-wide problem with all ELL students. The beginning and intermediate ELL programs focus on basic literacy skills: reading, writing and spelling. Seventeen newcomers were given the LAB-R test this school year and only two students could read and understand the test. Fifteen out of seventeen students did not know how to bubble in their names on the LAB-R test.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There are more beginners, intermediates and advanced students in the 9th & 10th grades than there are in the 11th & 12th grades. Students do better in listening and speaking modalities of the NYSESLAT as opposed to the reading and writing modalities. According to the LAB-R data, students enter school a low proficiency levels and their grades correlate directly to this data. As their proficiency level improves, their grades do as well.
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](#))
Because of the low NYSESLAT scores in the reading and writing modalities, the school now has programmed ESL Writing and Argumentative Writing elective classes for ELL students. English grammar is infused into this elective class along with basic writing skills. ESL teachers are familiar with the NYSESLAT score of their students; therefore, purposeful grouping and differentiation is used to bring all ELL students to proficiency. In addition, content area classes for ELL students have more reading and writing assignments, as per the common core standards. An ESL teacher pushes into two social studies classes to provide support for ELL students. The school uses the AMAO data to determine the progress of ELLs in Regents exam scores, NYSELAT scores and credit accumulation.
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?
 - a. As students progress throughout the grades, from 9 - 12, their English improves. ELLs do better on tests taken in English because they receive content area instruction in their target language.
 - b. ELL Periodic Assessment data is used as a predictive for the NYSESLAT and the NYS English Regents exam. School administrators do an item analysis of the periodic assessment to drive instruction and target low-performing students in highlighted areas.
 - c. The ELL Periodic Assessment tests are very difficult for the ELL students and create a sense of urgency regarding assessments. The Instructions for the ELL Periodic Assessments are given in the native lanaguage to ensure understanding.
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?
Students are programmed according to their NYSESLAT scores, and students receive the appropriate number of ESL minutes as determined by their proficiency level. ELLs also receive instruction in the Achieve3000 Program.
7. 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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The best indicators are the percentage of students who score proficient on the NYSESLAT and pass the English Regents exam. In addition, moving up within a proficiency level and moving on to a higher proficiency level are other indicators of success. Success is

measured on the number of students who meet the AYP, based on credit accumulation and Regents passed.

Part IV: 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 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](#).)
The HS for Health Careers and Sciences follows the below procedure for the initial identification of possible ELLs:
 - After the parent registers the student, they complete the Home Language Identification Survey (HLIS).
 - In addition, an informal oral interview is also given to the parent. Mr. Zhicheng Zang, the ESL coordinator and/or a bilingual guidance counselor is the person responsible for the oral interview. The HLIS and the LAB-R are administered by the ESL coordinator. The parent coordinator, Elsa Roman, assists Mr. Zang in the interview process as interpreter and liaison. Mr. Zang is a licensed ESL teacher with twenty (20) years experience.
 - If the HLIS and information from the informal interview indicate that a language other than English is used in the home, students are administered the LAB-R (Language Assessment Battery) within ten (10) days of school registration.
 - According to the scores on the LAB-R a student is either entitled or ineligible for ESL services.
 - Once a student is determined entitled for ESL services, parents are notified in writing via the Parent Entitlement Letter and are invited to attend a parent orientation session. The parent coordinator sends these letters out to the parents.
 - Students are evaluated annually using the NYSESLAT exam, and their scores determine their continuation as ELL students. The ATS RLAT Report is used to identify students eligible to take the NYSESLAT.
 - The entire ESL department works together with the Assistant Principal of Supervision for ESL and the ESL coordinator to administer the NYSESLAT. ESL class lists from HSST are used for the ESL coordinator to schedule the NYSESLAT. Other ATS eligibility reports which are used are the RMSR, REXH, RLER and the RNMR.
 - A calendar is created by the entire ESL team (AP, ESL coordinator and three ESL teachers) to determine when to administer each component of the NYSESLAT within the given window.
 - The ESL coordinator works with the team in the preparation, administration and shipment of the NYSESLAT.
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.
The following has been implemented:
 - A parent orientation takes place within ten (10) days of the student's registration into school. The orientation is administered by the school's parent coordinator and a bilingual pedagogue. Orientations are ongoing throughout the school year.
 - Each orientation includes a video presentation which informs the parent/guardian of the three (3) ESL program choices being offered in the NYC school system. Ample time is provided for a question and answer session. Materials are provided in the parent's native language.
 - If a parent/guardian selects a particular program which is not presently being offered at the school, we inform them that they have two choices: they can either wait until we have twenty students for the same program in two contiguous levels or they will have the option of having their child attend a school which is currently offering the program of their choice. It is our responsibility to inform the parents once we have enough students to open up a particular program.
 - Once the parent/guardian has gone through the entire orientation process, they are given a Parent Assurance Survey and Program Selection form. Forms are returned to us by either the student or the parent.
 - At the High School for Health Careers and Sciences, parents have the choice of two separate ESL programs: Transitional Bilingual Education (TBE) and Freestanding Monolingual ESL.

- Students are placed in the program that their parent selected. If a parent should neglect to choose a program for their child, she/he is automatically placed in the TBE program by default.
 - After placement, the parent receives a Placement Letter via mail.
3. 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].)
 - Our parent coordinator sends Entitlement Letters to parents of ESL students.
 - As stated above, parents are given both a Parent Assurance Survey and a Program Selection form at the parent orientation session. Both parents and students return the Program Selection forms; we have one hundred percent (100%) retrieval of Parent Selection forms.
 4. 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.
 - As stated above, a child is placed according to parent preference. We inform parents that they can either wait until we have twenty (20) students who are waiting for the same program (in two contiguous grades) or opt for a school which provides the program of their choice. An Excel file record of all parent choice letters is created and copies of the letters are on file. We monitor this information in the event that class must be created. This data is also used for the BESIS report. A continuation of services letter is sent to parents annually. In the event the parent wants to change their child's program, they must make an appointment with the school administration and the ESL coordinator.
 - All consultation/communication is done in the parent's native language.
 5. 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.

ESL teachers attend training on the administration and scoring of the NYSESLAT. A school calendar is created based upon the NYSESLAT components administration. The ESL coordinator orders the appropriate number of exams and is responsible for the overall test administration including scoring, packing and returning the documents. The test is administered in the ESL classes and individual student invitations are distributed for students to take the listening/speaking portion of the exam.
 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. 

After reviewing the Parent Survey and Parent Selection form, the recent trend in program choices that the parents have selected appears to be TBE over Free Standing Monolingual ESL. In school year 2010 - 2011, 131 parents chose TBE and 106 parents selected Free Standing Monolingual ESL. For the year 2011-2012, only 32 parents opted for Free Standing Monolingual ESL. In the school year 2012 - 2013, 120 parents chose TBE and 86 opted for Free Standing Monolingual ESL. The trend is definitely towards TBE. Parents who request a bilingual or a dual language program will be sent to the website ELLProgramTransfers@schools.nyc.gov. A record is maintained of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

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])?

Instruction is delivered by certified ESL and bilingual teachers.

- a) The organizational model used in our ESL program is self-contained for all ESL classes. In addition, two social studies classes have a push-in model with certified ESL teachers.
- b) The ESL classes are un-graded. Proficiency levels are used for programming.

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)?

We have two NLA certified teachers along with four certified ESL teachers who provide the mandated number of minutes. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided. Students in the TBE program continue learning content in their native language while developing English proficiency. The curriculum will be near grade level in the native language classes. The native language usage in the content area classes will decrease as students' English proficiency increases.

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

- a) Specific ESL, ELA, and NLA Minutes are as follows:
 - Students who are in the Free Standing Monolingual ESL program receive:
 - 540 minutes/week of ESL when they are BEGINNERS.
 - 360 minutes/week of ESL when they are INTERMEDIATE.
 - 180 Instructional minutes/week of ESL when they are ADVANCED.
 - Students who are in the TBE ESL Program receive:
 - 540 minutes of ESL instruction per week when they are BEGINNERS.
 - 360 minutes of ESL instruction per week when they are INTERMEDIATE.
 - 180 minutes per week of ESL instruction when they are ADVANCED.

• In addition to the ESL instructional minutes that they are receiving in the TBE ESL Program, students receive NLA (Native Language Arts).

- BEGINNERS in the TBE program receive 60-90 instructional minutes of NLA daily.
- INTERMEDIATES in the TBE program receive 45-60 minutes of NLA instruction daily.
- ADVANCED students in the TBE program receive 45 minutes of NLA daily.

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.

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

ELLs who are in the Free Standing Monolingual program receive all of their content area classes in their target language (English).

ELLs who are in the TBE ESL program receive their content area classes in their native language (Spanish) with planned changes and adjustments throughout the year.

The school's instructional focus is collaborative learning. As per the NYSESLAT results, the ELL students do very well in listening and speaking portion of the exam; therefore, this school-wide focus is particularly beneficial to the all ELL students as it increases their exposure to the spoken target language and helps them to achieve success with the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
As soon as a potential ELL enters our school, all evaluative processes are conducted with a staff member present who speaks that student's native language or the DOE translation unit is utilized. Throughout their time at the school, students continue to have native language translators present at all evaluations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teachers create mock-NYSESLAT assessments and give them on an on-going basis.
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).

The HS for Health Careers and Sciences services five subgroups of ELLs: SIFE, Newcomer ELLs, 4-6 YOS ELLs, Long-Term ELLs, and former ELLs.

a) Our SIFE/Bridges program primarily focuses on students in grade nine. Fluency in academic English and Native Language Arts is the principal goal of our SIFE/Bridges program. These students are programmed for all content area classes with a bilingual teacher. We are implementing a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills. Through ESL and content teachers' collaboration, students will learn Native Language Arts, as well as English to improve their skills.

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

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

c) In many ways, ELLs receiving 4-6 years of service make up our most important subgroup. We work closely with this group of students in order to prevent them from becoming Long Term ELLs. Teachers review the YOS, the RLAT and the RNMR to better serve

our ELLs and make instruction individualized for them based on their strengths and weaknesses. Once teachers know which components a student needs to work on, they can better create instruction for that student. ELLs who have reached proficiency in one performance area but still need to reach proficiency in another, are given intense review in their area of deficit. After-school tutoring and Saturday School is encouraged for all ELLs, especially those who fall into this sub-category.

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

They are very close to proficiency but it continues to elude them and they become extremely discouraged, fearing that they will never become a "former" ELL. Their classroom teachers work closely with them, specifically on their area(s) of weakness.

Motivation

at this time is key. All ESL staff members work diligently to prevent our Long Term ELLs from dropping out. Teachers make themselves available in many ways: providing extra tutoring, encouragement and "pep" talks, and setting up appointments to speak with guidance counselors.

e) Former ELLs are receiving one extra period of an elective literacy class (American Literature, Argument writing and ESL Writing) to bolster their newly gained proficiency level.

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?

Instructional strategies and grade-level materials for ELL-SWDs are developed by special education teachers and ESL teachers in accordance to the students' IEP mandates. They include a VAKT (visual auditory kinesthetic tactile) approach and differentiated instruction based on student learning styles. Students are being taught a target language with the necessary supports of special education. Materials and books are modified to better fit the needs of these students. NYSESLAT preparation is continually incorporated into the ESL/Special Education curriculum.

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 students with IEPs receive ESL instruction in a freestanding ESL class. We implement the same flexible programming that we use for SWDs non-ELLs, whereas students receive classes based on the recommendations in the IEP. Common core aligned units are utilized in the freestanding ESL class along with scaffolded instruction.

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

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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			
LOTE	Spanish			

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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.
- For ELA, interventions include Achieve3000 and Rosetta Stone. For mathematics, science, and social studies, tutoring in the students' native language is provided. Teachers continue to use differentiation to meet individual students' needs in all content area classes. An arts integration program, dance program and a special Regents preparation program is offered in selected ESL classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Elective literacy classes were created for students to reach proficiency (65+) on the ELA Regents and pass the NYSESLAT and the MOSL. The results will be forthcoming.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue to use the Achieve3000 program this year. Elective literacy classes were created for ELL students.
12. What programs/services for ELLs will be discontinued and why?
- At this time, there are no programs/services for ELLs that will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered equal access to whatever programs the non-ELL students are offered. ELLs make up approximately 28% of the entire student body and are a very visible part of all activities. The Title III after-school tutoring and Saturday school is available to all ELLs. Bilingual, ESL, and content teachers are present for these tutoring sessions and service any and all students that attend. Announcements for student government, clubs, committees, and all other meetings are given in English and Spanish, and printed material is posted in multiple languages on bulletin boards and in offices and hallways. All after school clubs (i.e. comics/cooking, English blog/tennis, etc.) are offered to both ELLs and non-ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELL subgroups (SIFE, Newcomers, 4-6 YOS, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a large number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and Rosetta Stone with our ELL students. These materials are used with all ELL subgroups in content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use the Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language support is used in both of the programs that the school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ESL classes (TBE and ESL). Bilingual teachers who are Spanish speakers will use a minimum amount of Spanish in their classrooms - this is used only as a native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All materials used for ELL students are high school level and aligned with the NYS high school curriculum standards and the CCLS.
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.
- Every summer, the school provides a three week Bridges Program for newly enrolled freshman ELLs. The program is taught by a

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

18. What language electives are offered to ELLs?

The High School for Health Careers and Sciences offers Spanish.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

1. All ESL personnel have been trained in Q-Tel, part 1; in addition all ESL personnel are scheduled to attend a three part Q-Tel workshop. The Achieve3000 program comes with several professional development days. At these workshops, the teachers learn to analyze student data from Achieve3000 and utilize it to better serve the needs of the students. Teachers are also given strategies for enhancing the Achieve3000 program. Incentives are a large part of the program; therefore, students are motivated to progress. The scheduled Achieve3000 PD dates are TBD.

2. ESL personnel have three common planning sessions per week. A consultant from Generation Ready works with the ESL staff weekly to align common core units of study.

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

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

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?
 1. All parents are encouraged to be involved in our school activities: both parents of ELLs and non-ELLs. The parent coordinator, Ms. Elsa Roman, is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently implementing a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in the English language. Parents are always invited and encouraged to accompany their child's classes on trips. The Urban Arts Partnership will be providing parent workshops specifically for ELL parents. All correspondence with parents is translated into Spanish. Parent workshops and meetings with parents always have a Spanish translator present. If a language is needed other than Spanish, parent translators are used in addition to the services of the DOE Translation Unit.
 2. The High School for Health Careers and Sciences has the Urban Arts Partnership, which is contracted to provide twelve workshops for parents of ELL students throughout the school year.
 3. Our parent coordinator will be using the day and evening of Parent/Teacher Conferences to distribute a parent needs assessment questionnaire in addition to mailing them home. This needs assessment will include questions regarding subject-specific workshops and the interest in English language classes for parents. The parent coordinator will explain DOE services offered for parents and will demonstrate how to navigate the DOE website. All materials will be translated into Spanish and other languages when needed. The responses from the needs assessment questionnaire will result in the creation of relevant parent workshops, classes and trips.
 4. The Needs Assessment Questionnaire informs us as to what parents want in terms of informational classes, activities and trips. Based on parent interest, activities are created.

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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 468 **School Name: HS Health Careers & Sciences**

Cluster: 1 **Network: CFN 107**

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

Part A: Needs Assessment Findings

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

At the beginning of each school year we conduct a student home language survey (HILS). Our current population is approximately 626 students. Over 90% speak Spanish at home. Of that 90%, the majority of the Spanish speaking parents need translation services. This year, we also have students who speak Arabic and French.

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

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

Part B: Strategies and Activities

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

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

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

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

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

A written copy of the "The Parent Bill of Rights" is provided at the first SLT and Parent Association meeting of each term. In addition, a copy of this document is mailed in the appropriate language to all parents in September. Everything described above fulfills Section VII of Chancellor's Regulation A-663 for parental notification.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: HS for Health Careers

DBN: M468

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 53

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 3

of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

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

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

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

This program will be offered after school for 1.5 hours on Tuesdays, Wednesdays and Thursdays (3:00 –

Part B: Direct Instruction Supplemental Program Information

4:30 PM) and on Saturday mornings for 3 hours (9:00 AM – 12:00 PM).

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

Part C: Professional Development

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

course.

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

Outreach to parents will be provided in the following ways:

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		