



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: INSTITUTE FOR HEALTH PROFESSIONS AT CAMBRIA HEIGHTS

DBN (i.e. 01M001): 29Q243

Principal: GARETH ROBINSON

Principal Email: GROBINS3@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: MALIKA BIBBS

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
Gareth Robinson	*Principal or Designee	
Lauren Reisifeld	*UFT Chapter Leader or Designee	
Napoleon Busano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Taina Neas Napoleon Busano Tyrone Mose	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Myrlande Pierre	Member/ Elected Parent Representative	
Tyrone Mose	Member/ Elected Parent Representative	
Denise Bland	Member/ Elected Parent Representative	
Sara Schillinger	Member/ Elected UFT Representative	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of unit plans will be CCLS aligned, backwards planned (UbD), inquiry-based, rigorous (Hess's Cognitive Rigor Matrix), and include discipline specific vocabulary.

Comprehensive Needs Assessment

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

As a first year school, the following questions drove the development of this goal:

- Will our ninth grade curriculum, as written, put our students on a trajectory to be college ready?
- What supports must be implemented to engage students with a history of academic struggle?
- How do we simultaneously communicate the rigor of our curriculum and the supports that have been built in?
- What specific curricular supports and extensions must be added as we learn more about our students' strengths and weaknesses?
- How do we maintain rigor while adding more supports for students who struggle?
- How do we support students who fall behind and extend students who are advanced?
- How do we ensure that we are covering materials that our students need to know to be successful?
- As a CTE school, how do we prepare our students for the complexities of the medical environment?

Relevant Data

- Of the 53 assessed students in ELA during 2011-2012:
 - 8% Level 1
 - 60% Level 2
 - 32% Level 3
 - 0% Level 4
- Of the 53 assessed students in Math during 2011-2012:
 - 11% Level 1
 - 50% Level 2
 - 28% Level 3
 - 11% Level 4

Instructional Strategies/Activities

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

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

1. Activity-Teachers will work with ISA coaches to develop six CCLS aligned units that are backwards planned (UbD), inquiry-based, rigorous (Hess's Cognitive Rigor Matrix), and include discipline specific vocabulary during summer planning professional development.
2. Activity-Teachers will work with the principal to develop six CCLS aligned units that are backwards planned (UbD), inquiry-based, rigorous (Hess's Cognitive Rigor Matrix), and include discipline specific vocabulary during summer planning professional development.
3. Activity-Teachers will attend the ISA Summer Institute to engage in planning and curriculum sharing with ISA coaches and teachers from other ISA schools.
4. Activity-Teachers will present their units to their colleagues for feedback during summer planning professional development.

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

1. ISA content coaches in English, Social Studies, Science, Mathematics, and ISA School Coach support the writing and revision of curriculum through feedback.
2. Principal support the writing and revision of curriculum through feedback.
3. ISA and NCREST to facilitate the Summer Institute
4. Teachers from other ISA schools to discuss best practices.

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

1. Teachers will meet with ISA coaches after units conclude to ensure that student work bears evidence of having been backwards planned (UbD), inquiry-based, rigorous (Hess's Cognitive Rigor Matrix), and include discipline specific vocabulary during summer planning professional development.
2. Teachers will meet with the principal after units conclude to ensure that student work bears evidence of having been backwards planned (UbD), inquiry-based, rigorous (Hess's Cognitive Rigor Matrix), and include discipline specific vocabulary during summer planning professional development.
3. Teachers will debrief the ISA Summer Institute at the institute's closing and will revisit their takeaways throughout their work with the principal and coaches.
4. Teachers will share the best practices learned from other ISA teachers in a shared Google Doc.

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

1. ISA School Coach will visit for 40 days and content coaches for 20 days during the school year.
2. During the summer PD and every 4-6 weeks throughout the school year.
3. During the ISA Summer Institute, June 2013.
4. During the ISA Summer Institute, June 2013.

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

1. Scheduled through NCREST and funded using per session from Tax Levy and the RTTT Grant.
2. No cost associated with this activity.
3. Funded from the RTTT Grant.
4. Funded from the RTTT Grant.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PTA Meeting workshop on the CCLS.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of students are engaged in meaningful tasks that require positive interdependence, face-to-face Interaction, individual and group accountability, interpersonal and small group skills, and group processing at least once per week.

Comprehensive Needs Assessment

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

As a first year school, the following questions drove the development of this goal:

- As a CTE school, how do we prepare our students for the complexities of the medical environment where they must work together in teams with varied and specialized roles?
- How do we promote positive and productive group work with students ranging from three regents examinations passed prior to entering high school, to beginning ELLs?

Instructional Strategies/Activities

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

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

1. Activity-Professional development on how to design and facilitate productive group work for students that engages them in their learning.
2. Activity-School leader and teachers norm/calibrate understanding of Danielson Components 3b and 3c.

3. Activity-School leader and coaches norm/calibrate understanding of the Danielson Components 3b and 3c by visiting classes to gather evidence on the teachers' effectiveness at engaging students using productive group work.
4. Activity-Teachers use present their experiences using productive group work during monthly instructional rounds/problems of practice sessions for feedback.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal and ISA school coach will conduct the PD on designing and facilitating productive group work for students that engages them in their learning.
2. School leader and teachers watch videos of instruction and look for evidence of Components 3b and 3c.
3. School leader and coaches visit classrooms and discuss the observed evidence from Components 3b and 3c.
4. Teachers present their uses of the strategy to other teachers for feedback.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By the end of the school year, productive group work will be used at least once per week in classrooms.
2. By February 1, 2014, school leader and teachers will be normed/calibrated on 70% of ratings based on observed video.
3. Coaches and school leader will conduct one monthly joint observation and be calibrated 70% of the time.
4. Teachers will increase their HEDI level rating by one level from original observation.
D. Timeline for implementation and completion including start and end dates
1. Full day PD on Election Day including a debrief and next steps followed by feedback from observations throughout the year.
2. July 2013 PD on Danielson and after observations.
3. During 20 of the visits by ISA coaches, we will discuss evidence from the classroom.
4. Observations began in September 2013 and by June 2014, HEDI ratings will increase by one level.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Support by coach funded by RTTT Grant.
2. Per session hours funded by Tax Levy.
3. Support by coaches funded by RTTT Grant.
4. No Cost

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
N/A

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of all teachers will have used assessment data to modify instructional plans to address the gaps between student mastery and CCLS standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As a first year school, the following questions drove the development of this goal:

- What does MS data tell us about our students? How hard should we push?
- How can we use data driven instruction and not become a "testing culture"?
- How can we use checks for understanding to assess our students during classes?
- How can we help our students assess their own learning?

- How will we support our struggling readers?
- How will we support our struggling writers?
- How will we support our students who are struggling with math?
- Which standards and students must we focus on after each round of interim assessments?

Relevant Data

- Of the 53 assessed students in ELA during 2011-2012:
 - 8% Level 1
 - 60% Level 2
 - 32% Level 3
 - 0% Level 4
- Of the 53 assessed students in Math during 2011-2012:
 - 11% Level 1
 - 50% Level 2
 - 28% Level 3
 - 11% Level 4

Instructional Strategies/Activities

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

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

1. Activity-Data Driven Instruction workshop.
2. Activity-Interim Assessments every 4-6 weeks.
3. Activity-Data Analysis meetings after interim assessments are graded.
4. Strategy-Assessment analysis sheet including instructional plan for 4-6 weeks.

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

1. Principal will conduct Data Driven Instruction workshop.
2. Teachers will review interim assessment data and complete an assessment analysis sheet.
3. Teachers will meet with the principal for data analysis meetings to review the assessment analysis sheet.
4. Teachers with the support of the principal and ISA coaches will create an instructional plan to address gaps in student learning.

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

1. By June 2014, teachers will have completed the process of using interim assessment data to analyze gaps in student learning and make curricular modifications at least four times.
2. By June 2014, teachers will have reviewed interim assessment data and completed assessment analysis sheets at least four times.
3. The principal and teachers will have conducted at least four data analysis meetings by June 2014.
4. With the support of coaches and the principal, the teachers have made instructional plans that modify the curriculum to close student learning gaps.

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

1. Data driven workshop will take place in July 2013 with follow up support during data analysis meetings every 4-6 weeks.
2. Interim assessments beginning in late October 2013 and continuing during the penultimate weeks of each marking period with the last one in May 2014.
3. Data analysis meetings beginning in early November 2013 and continuing during the first weeks of each subsequent marking period with the final one in May 2014.
4. First assessment analysis sheet completed and reviewed in early October 2013 with the final sheet being completed during May 2014.

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

1. Per session for teachers funded through tax levy funds and space provided by ISA.
2. Interim assessments provided by ISA and Test Wizard funded by tax levy money.
3. No cost associated with this activity.
4. No cost for principal, ISA coaches funded by RTTT Grant.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Achieve 3000 for reading support Seminar on Fridays After school extra help program	Individual Small group Tutoring	During school, after school During school After school
Mathematics	Seminar on Fridays After school extra help program	Small group Tutoring	During school After school
Science	Seminar on Fridays After school extra help program	Small group Tutoring	During school After school
Social Studies	Seminar on Fridays After school extra help program	Small group Tutoring	During school After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Student Academic Intervention Contracts	One-to-one Small Group	During the school day After School

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

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

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

Title I Status

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

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).

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.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 29	Borough Queens	School Number 243
School Name Institute for Health Professions at Camb		

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 Gareth Robinson	Assistant Principal None
Coach type here	Coach type here
ESL Teacher Katherine Dalton	Guidance Counselor Crystal Davis
Teacher/Subject Area Cassandre Dossous, Living Envi	Parent Napolean Busano
Teacher/Subject Area Chrishelle Thorpe, Mathematics	Parent Coordinator type here
Related Service Provider type here	Other Sara Schillinger, English Teac
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	84	Total number of ELLs	6	ELLs as share of total student population (%)	7.14%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	4	0	0	1		1	1			6
Total	4	0	0	1	0	1	1	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.
We use the ISA Benchmark Assessments and the baseline assessment given through Achieve 3000. The school does not have any data as it is a brand new school that opened its doors, as of September 2013.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There are no data patterns based on the limited number of students that we have. they each have unique needs. The school does not have any data as it is a brand new school that opened its doors, as of September 2013.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The state did not release the 2013 NYSESLAT scores in combined modalities.
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?The school does not have any data as it is a brand new school that opened its doors, as of September 2013.
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
We utilize learning targets that include a language component to address the needs of the students The school does not have any data as it is a brand new school that opened its doors, as of September 2013.
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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We look at their levels of mastery on a set of the CCLS that we are using in each classroom. The school does not have any data as it is a brand new school that opened its doors, as of September 2013.

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](#).)
New students and their families meet with the ESL Coordinator and complete the HLIS. If necessary, she administers the LAB-R. Completed HLIS forms are placed in the student's cumulative file to become a part of the student's permanent record. Based on the HLIS and the LAB-R, the family is sent an entitlement letter and presented with their program options. student is scheduled in a section that is cotaught by an ESL teacher.

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.
When the families meet with the guidance counselor, they watch the videos available on the DOE website in the language of their choosing. The school uses a bilingual teacher or contacts the Translation and Interpretation Unit to communicate the choices with the parents.
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].)
We call the parent and have them return the information when we meet with them to describe the program their child will be in. We make use of the translation unit for families who do not speak English.
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.
Paste response to question here: We use the translation unit to help us communicate with the parents. The students are placed in a section with our other ESL students. We explain the types of support the student will receive from the content and ESL teachers.
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.
Paste response to question here: New school. We have not administered this yet. The school will follow proper guidelines to ensure that the ELLs take all four parts of the NYSESLAT in the spring of 2014.
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. ⓘ
New school. Have not been through this process before.

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])?

Paste response to questions here: The school primarily uses a push-in model for delivering instruction to ELLs, however the ESL teacher has discretion to pull students out of noncore classes for additional support. Our students are programed as a block and travel together. The group is heterogeneous.

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)?

Classes meet for one hour per week, thus students receive 300 minutes of ELA instruction per week. The ESL teacher works three days per week and pushes into english, math, science, and social studies classes. She services students for a total of 720 minutes per week through her work in thiose classes, which contain all of the school's ELLs. The ESL teacher differentiates the lesson material and provides support for the ELLs by helping them develop vocabulary and background. The ESL teacher uses the content as a vehicle for delivery of language instruction.

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.

Paste response to question here: The school uses an inquiry-based model of instruction with a focus on students acquiring academic language and specific content area skills. Students engage in units of study that end in performance tasks based on the discipline of the course.

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

Paste response to question here: N/A

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

Paste response to question here: Our instructional program for all students provides students with the opportunity to speak and listen with their peers. They are presented with a vast array of texts with which they can practice reading. Writing is integrated because students must write reactions to the texts they read in class and the information to which they listen. Assessments are presented in all four modalities. Listening activities will come from the ESL teacher. We will also use formal/informal assessments as well as kinesthetic and tactile activities.

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).

For SIFE we will introduce the basics of language (simple verb tenses), use visuals, light writing, and speaking activities. Newcomers are having content adapted to their level. Pull outs are designed to support course work on a weekly basis. Additional language objectives are used. Students with 4-6 years within the program will receive work on literacy skills including the seven habits of a proficient reader and annotating texts. LTE will have a targeted grammar workshop and explicit language and literacy work in their classes. Writing workshop with explicit grammar from student work is used with the other ELL groups. Students also receive the support of the ESL teacher during class time. Former ELLs will continue to receive their testing accomodation, which will be detailed by the ESL Teacher/Coordinator for the other students. Former ELLs will also be studied as part of the inquiry work at the school.

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?

Paste response to question here: Instructional strategies include using kinesthetic and tactile activities, developing a personal dictionary, using meaningful cooperative activities, graphic organizers, use language learning targets as part of lesson plans, supplemental materials, adapted reading articles, and personal journals.

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?

Paste response to question here: Curriculum and instructional materials are modified to fit the needs of our ELL-SWDs such that content is adapted to help them acquire English proficiency. Special education teachers help develop units so that the curriculum is scaffolded and differentiated to address their IEP goals. Students are scheduled such that their core classes are co-taught and if need be, ESL services can be provided by having students pulled out.

Courses Taught in Languages Other than English 

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

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

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

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

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

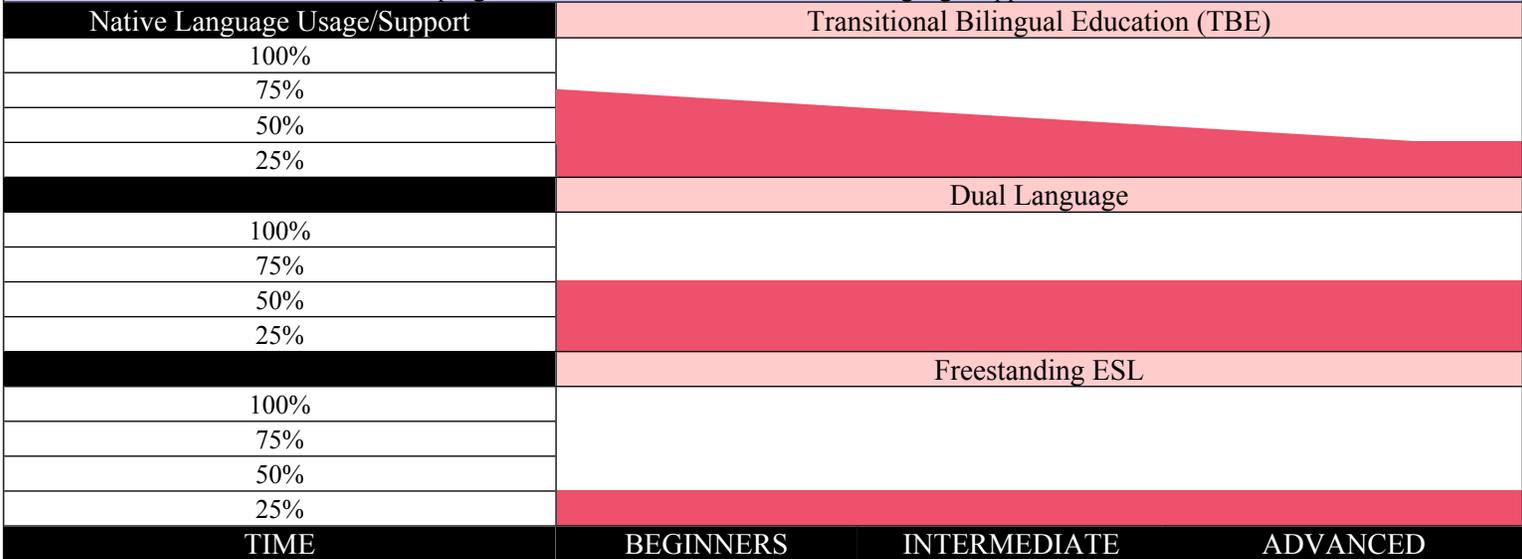
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All interventions are offered in English. Students are pulled out of physical education for targeted workshops that address their needs based on NYSESLAT results and teacher observation. In addition, the ESL teacher pulls students out of class and supports them by teaching them language skills through the content covered area. Teachers use translation services (i.e. Google Translate) to communicate with students in their native language.

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

The ELLs at the school are developing their own dictionaries that catalogue the learning that they are doing. We use performance tasks and interim assessments modeled on the NYS Regents Exams to assess our students progress through the curriculum. In addition, using mastery-based grading, students are provided multiple opportunities to demonstrate master on content and language standards.

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

Paste response to question here: Creation of a seminar class specifically to support the language needs of ELLs.

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

Paste response to question here: None.

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

Paste response to question here: We offer content area tutoring four days per week after school. The ESL teacher provides support for the students two days per week after school.

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

Teachers use Google Translate to translate articles for beginner ELLs. The ESL teacher modifies texts in the content areas for the students by simplifying vocabulary or creating graphics that portray the meaning. The school also uses Achieve 3000, Discovery Learning, NBC Learning, and Gale Cengage. These resources allow students to access materials in multiple modalities while having english subtitles to support their development.

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

Paste response to question here: Students are provided with dictionaries.

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

Support services are adapted from the curriculum used with all students. this ensures that ELLs are using resources that are the same or similar to what is used for all other students. This includes the subject matter of literature used with ELLs (i.e. ELLs are not reading children's picture books).

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.

Paste response to question here: We have a Newcomers Club that helps support students who are new to the country. This includes a mixture of English speaking newcomers and ELLs, which provides ELLs with the chance to practice their language skills.

18. What language electives are offered to ELLs?

Paste response to question here: None.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional development for teachers of ELLs includes the use of inquiry-based instruction, disciplinary literacy, and fostering high level questions and discussions. PD involving SIOP is also provided for all teachers. The ELL training will focus on elements of SIOP including building content and language objectives into learning targets, using supplementary materials to support ELLs, linking content to students' backgrounds, the use of hands on materials, and comprehensive vocabulary instruction. Teachers and counselors who are not ESL certified receive professional development through in-house PD provided by the ESL Teacher. Professional development happens at least once per month during our weekly PD sessions. The PD involves looking at student performance data, finding gaps in ELL performance, discussion of strategies to close gaps for ELLs, and next steps for implementation.

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?

At the center of parental involvement at IHPCH is the Parent-Teacher Association. This is a group of parents of present IHPCH students who support and sponsor workshops and activities used to keep parents informed and involved. The Parent-Teacher Association schedule and organize monthly meetings. The meetings are scheduled in the evenings to make it convenient for parents to attend. A calendar of these meetings is put together over the summer and then distributed at Freshman Orientation. Shortly after, a weekly communication folder is used to distribute this calendar to all parents and guardians. The IHPCH Parent-Teacher Association generously provides parents with a light dinner at each meeting. A reminder of these meetings in the form of School Messenger phone calls. Every month topics are chosen carefully to address the needs of parents and students using surveys and requests at PTA meetings. For example, the initial meeting of the year is attended by all members of the staff. This meeting is very popular with our new parents and we dedicated this meeting to introducing our unique school program to them. Announcements and updates are also posted on the school's website at www.ihpch.org. Parents are encouraged regularly to visit this site for up to date information. Parents receive a flyer during freshman orientation with the website address and are reminded via emails and during well attended events such as Parent/teacher conferences and monthly Parent-Teacher Association Meetings to log on to the website for updates and announcements.

- The Principal facilitates a school wide freshman orientation day in August to ensure that all parents and students are knowledgeable of all our programs and to assure equal access to all.
- The ESL Coordinator ensures that letters to parents are translated in the home languages.
- The Guidance Counselor and ESL Coordinator facilitate New Admit Parent Orientations in August and on-going as necessary.
- The Principal facilitates the monthly Parent's Association meetings that address the specific issues and concerns of all parents.
- We have added Jumprope, a data management system, which gives all parents' accessto their child's grades and attendance data.

The school currently parters with Community Mediation Services to provide services (e.g. parent-child mediation) for ELL parents.

The school asks the parents what needs they have using the translation unit or bi-lingual staff to facilitate communication.

Parental involvement activities focus heavily on adolescent development issues and strategies for supporting the students as they transition to the country, school, and eventually out of ESL.

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.

Paste response to question here:

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)
Gareth Robinson	Principal		1/3/14
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Katherine Dalton	ESL Teacher		1/3/14
Napoleon Busano	Parent		1/3/14
Cassandre Dossous	Teacher/Subject Area		1/3/14
Chrishelle Thorpe	Teacher/Subject Area		1/3/14
	Coach		1/1/01
	Coach		1/1/01
Crystal Davis	Guidance Counselor		1/3/14
Malika Bibbs	Network Leader		1/3/14
Sara Feretic	Other <u>English Teacher</u>		1/3/14
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01