



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HERO HIGH/ THE HEALTH, EDUCATION AND RESEARCH  
OCCUPATIONS HIGH SCHOOL

**DBN (i.e. 01M001):** 07x259

**Principal:** KRISTIN CAHILL

**Principal Email:** [KCAHILLGARCIA@SCHOOLS.NYC.GOV](mailto:KCAHILLGARCIA@SCHOOLS.NYC.GOV)

**Superintendent:** ELAINE LINDSEY

**Network Leader:** ALAN DICHTER

**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
Kristin Cahill	*Principal or Designee	
Daniel Thompson	*UFT Chapter Leader or Designee	
Angela Campbell	*PA/PTA President or Designated Co-President	
Tracy McCray	DC 37 Representative, if applicable	
Keonni Shine	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Stephanie Gillman	CBO Representative, if applicable	
Priscila Villalongo	Member/	
	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

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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, HERO High will increase attendance from a current of 90.1% to (as of Dec. 1, 2013) to at least 91.6%.

### 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.

In a rigorous college and career preparatory program, it is vital for students to be in class each day. HERO High is an early college and career high school serving students in grades 9-14. The program blends high school, an associate degree, and career-ready training focused on health care pathways. The school is a partnership between the Department of Education, the City University of New York, Hostos Community College and Montefiore Medical Center. Consistent attendance is critical for success in careers in health care as well as progress in college.

### 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. Attendance is coordinated daily by the school aide, the principal and advisors.
2. Let arriving students report to the main office and sign a log to be issued a late pass to class.
3. Outreach is made to absent and late students by the school aid and advisors.
4. School aide maintains records of parent and family phone calls related to attendance.
5. Advisors provide outreach to persistently late or absent students.
6. When necessary, Social Worker refers students to the attendance teacher for 407 cases and other family outreach.
7. Perfect attendance is publicly acknowledged at morning meetings every six weeks.
8. Students with perfect attendance receive certificates and have their pictures posted on celebratory bulletin board.
9. Advisors conference with advisees on a weekly basis regarding attendance and performance.
10. Teachers utilize a group text to notify administration in real time when a student is missing from class.

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

1. School aid distributes, collects, and scans attendance on a daily basis.
2. Advisors provide outreach to families around attendance and other issues through phone calls and in-person meetings. Principal monitors contact.
3. Advisors conference with students individually and in small groups.
4. Network attendance teacher visits homes as 407s are opened or as needed.
5. Principal acknowledges excellent attendance at monthly meetings and through incentives.
6. Per session is approved for after school late detention and tutoring for late students.

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

1. Daily attendance reports and outreach logs.
2. Daily lateness logs.
3. Weekly and monthly PAR reports from ATS.
4. 407 reports.
5. Numbers and percentages of students receiving perfect attendance recognition.
6. Behavioral and academic intervention plans.
- 7.

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

1. Advisors will complete behavioral and academic intervention plans for persistently late/ absent students by December 13, 2013.
2. Advisors will monitor daily, weekly and monthly attendance to track progress.
3. School will achieve 90.6% attendance by March 2014.
4. School will achieve 91.6% attendance by June 2014.

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

1. Principal is available during attendance reporting each day.
2. School staff discuss interventions for students with low attendance during Friday professional development.
3. Certificates issued to celebrate students with perfect attendance.
4. Morning meeting welcomes students to school.
5. Principal welcomes students to school each morning.
6. Advisors meet with small groups of students daily.
7. School sponsors student clubs according to student interest in order to generate commitment to school community.

**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).

Advisors cultivate and leverage close relationships with parents in order to communicate the importance of regular attendance.

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

X Title 1 TA

**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, HERO High will increase the number of students passing all core classes from a current of 64% (as of Dec. 1, 2013) to at least 69%.

**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.

In a rigorous college and career preparatory program, it is vital for students to acquire the academic skills necessary to pass core classes so that they can progress quickly to college classes. In order to progress towards high school graduation, students must pass their core classes. In order to take advantage of the early college program and earn their associates degree, students must attain high school credits as quickly as possible.

**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. Advisors will create Academic intervention plans for any student failing one class or more in Marking Period 2.
2. Advisors will meet with students in order to monitor progress.
3. Advisors will meet with families about academic intervention plans and inform families of student's progress during the third Marking Period.
4. Teachers in core classes will offer tutoring at least one day per week after school.
5. Students will be programmed for study sessions for extra assistance in subject areas they are struggling in.
6. Tutors will be recruited to assist students during study sessions and after school tutoring.
- 7.

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

1. Advisors and Principal will create and monitor academic intervention plans.
2. Subject area teachers will offer tutoring.
3. Principal and advisors will program students into study sessions.
4. Partners will help recruit and train tutors.

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

- Weekly grades and attendance monitored through skedula by advisors.
  - Tutoring attendance monitored by advisors and principal.
  - Principal will monitor classroom management of teachers during study sessions.
  - Principal will monitor teacher attendance of for tutoring.
- D. Timeline for implementation and completion including start and end dates**
- By January 2014, 66.5% of students will pass all core classes.
  - By June 2014, 69% of students will pass all core classes.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Study sessions programmed into regular school day.
  - Partner relationships leveraged to recruit and train tutors.
  - Per session approved for teachers to offer after school tutoring.

**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).

Advisors will involve families in the approval for academic intervention plans.

**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 vatea	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title 1 TA, TL School Support for OAPR students, TL ELA/Math Student Support											

**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, at least 25 HERO High students will be prepared to successfully matriculate into a college-level Anatomy and Physiology class in the 10<sup>th</sup> grade.

**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.

HERO High is an early college and career program providing for a cohort of highly skilled students to begin their pre-requisite courses for the nursing degree in the tenth grade. We can provide at least 25 students with the opportunity to begin this course work in the tenth grade with Anatomy and Physiology. However, in order to do this, students must excel in their ninth grade Living Environment class.

**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**
- Living Environment teacher will offer tutoring and enrichment in biology at least twice per week.
  - Advisors will help high achieving students set ambitious and monitor progress towards goals regarding high performance in Living Environment.
  - Students will participate in weekly field trips to college and industry partners in order to become acquainted with standards for college and professional success.
- B. Key personnel and other resources used to implement each strategy/activity**
- Living Environment teacher has experience in the Health Care industry as well as extensive knowledge of anatomy and physiology.
  - Industry and college partners will cooperate with school-based staff to create enriched Living Environment curriculum for high achieving students.
  - Early college liaison will work with college and industry partner staff to craft work-based learning experiences during field trips.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Student grades in Living Environment as recorded on Skedula
  - Tutoring and enrichment attendance list.

3. Curriculum documents developed by school-based and industry and college team.
4. Living Environment Regents scores..

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

1. By January 2014, at least 25 students will earn a “B” or better in the first semester of Living Environment.
2. By April 2014, at least 15 students will earn an 80 or better on mock Living Environment Regents.
3. By June 2014, at least 25 students will earn an 80 or higher on Living Environment Regents.

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

1. Per session approved for after school tutoring and enrichment.
2. Advisory system supports the development of individualized goals for high achieving students.
3. College and industry partners involved in the development of work-based learning activities for Friday field trips.

**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).

Advisors involve families in the creation of individualized goals for high-achieving students.

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

Title 1 TA, TL School Support for OAPR students, ELA/Math student support

**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

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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Direct instruction and guided practice of reading strategies; independent reading; intensive language acquisition.	Small group, one-on-one and tutoring.	During the school day and after school.
<b>Mathematics</b>	Basic math skills remediation; differentiated practice problems; intensive review for Regents exam.	Small group, one-on-one, tutoring and through self-paced software.	During the school day and after school.
<b>Science</b>	Intensive review of key concepts in Living Environment; direct instruction of reading and meaning making strategies within the content area.	Small group, one-on-one, tutoring and through self-paced software.	During the school day and after school.
<b>Social Studies</b>	We are not offering a Social Studies course this year.	We are not offering a Social Studies course this year.	We are not offering a Social Studies course this year.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Mindfulness; cognitive/behavioral therapy; talk therapy; conflict mediation; peer mediation; yoga.	One-on-one and small group.	During the school day and 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.			
	<b>School Wide Program (SWP)</b>	<b>x</b>	<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Teachers are recruited by activating all personal, school and early college initiative-based networks. The most highly qualified applicants are invited to interview and perform a demonstration lesson. Offers of employment are made to the most effective educators of this group. Once hired, teacher assignment is made in order to make the best use of teachers' subject area expertise and professional preference. Paid time within the work week is devoted to professional development, including development of individualized professional goals, coaching by principal, and cooperative work with peer and mentor teachers. Teachers are encouraged and supported in attending and presenting at conferences for educators.

**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).
In addition to the strategies mentioned above, teachers are supported in spending significant times developing and honing instructional units aligned with the CCSS. Consultants with subject area expertise, coaches from the Early College Initiative, and professors from our partner college are engaged in providing and participating in professional development that helps all staff to support students in meeting the 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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All intent and purpose programs whose funds are consolidated are met through academic intervention services, including after-school tutoring, small group and individual academic and social/emotional support.

**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.).
We are a TA school.

**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.
We are a TA school.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
TA program resources will assist participating children to meet proficiency through funding after school tutoring, professional development for staff, counseling within the school day and after school and educational software.

**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).
Differentiated learning tasks are planned within all instructional units so that students participating in the TA program may receive additional support without leaving the regular classroom. Hands-on, interdisciplinary projects focused on the career theme are also integrated into each content area allowing all students, including those served by TA program, additional ways

to access rigorous content. Disciplinary-specific reading and meaning making strategies are also taught in every content area.

**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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>7</b>	Borough <b>Bronx</b>	School Number <b>259</b>
School Name <b>HERO (Health Educ. and Research Occup.)</b>		

### 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 <b>Kristin Cahill</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Judith Nysenholt</b>	Guidance Counselor <b>Stefanny Andujar</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Angela Campbell</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Alan Dichter</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>126</b>	Total number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>15.08%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										6				6
Pull-out										6				6
<b>Total</b>	0	0	0	0	0	0	0	0	0	12	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	4
SIFE	4	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	5

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	3	0	3	1	2	5	0	2	19
Total	11	3	0	3	1	2	5	0	2	19

Number of ELLs who have an alternate placement paraprofessional:

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										16				16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3				3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	19	0	0	0	19

## 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)										5				5

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)										6				6
Advanced (A)										8				8
Total	0	0	0	0	0	0	0	0	0	19	0	0	0	19

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

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.  
Paste response to questions here: Because HERO is an early college high school, we align our assessments for ELLs to the English curriculum, thus preparing them for the college English classes they will start taking in 11<sup>th</sup> grade. The ESL teacher (who is also certified in English 7-12 and has a Ph.D. in English) is an integral part of the planning team for the English curriculum. Our ELLs are assessed through individual conferences; periodic formative and summative reading and writing assessments that are aligned with the Common Core Standards and include appropriate ELL scaffolds.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here: This information is used to accurately assess ELL levels and groupings and to develop appropriate instruction and interventions. This data is used by all content-area teachers to reinforce skills and interventions throughout the content areas. Because we follow the Reading Apprenticeship literacy program, this information serves the purpose of designing appropriate lessons that provide scaffolding to meet the needs of all students.
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 [AMAQ tool](#))  
Paste response to question here: Because our school opened in September 2013, we do not yet have aggregated data on student gains.
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?Paste response to questions here: As a new school that opened with one grade, we are not yet able to trace patterns across proficiencies and grades.
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: N/A (new school)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here: The ESL teacher is involved in planning curriculum schoolwide through our shared planning time and weekly professional development sessions. All content area teachers teach in such a way that they are building the students' English language skills. The school-wide approach to instruction focuses on literacy, using the Reading Apprenticeship framework. Across the curriculum, the students' language skills are developed through reading comprehension strategies, including monitoring attention, thinking aloud, questioning, summarizing, reciprocal teaching, and independent reading.
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.).  
Paste response to question here: Because we have only been opened for 2 1/2 months, we are not yet able to precisely assess the success of our program.

## 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](#).)  
Paste response to question here: At HERO High, we follow the prescribed protocol to conduct the ELL identification process. If the student is new to NYC public schools (as indicated by ATS reports), an informal interview is conducted with the parent by a trained pedagogue or the school social worker. The interview is conducted in the parent's preferred language. At this interview, the parent or guardian is administered the HLIS in the parent's preferred language as well. Based on the responses to the HLIS, the ESL teacher determines if the student should be administered the LAB-R (NYSITELL starting in February 2014). If Spanish was chosen by the parent as the language other than English, then the Spanish Lab will be administered within 10 days of initial enrollment.
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.  
Paste response to question here:At the end of the year the LAP team will meet to evaluate and analyze the most recent or current NYSESLAT data and inform parents by sending them either continuation letters or entitlement letters of the program and non-continuation letters if their child has become proficient.
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 [\[see tool kit\]](#).)  
Paste response to question here: HERO will send parents invitation letters in the parents' native language to attend the parent orientation session for newly enrolled students who are entitled to ELL service based on the recorded hand score of LAB-R. HERO will conduct the parent orientation meeting and present all three programs available in NYC public schools. We will explain that Freestanding ESL is the only program available at this time. At this meeting, parents will be given the Parent Survey and Program Selection to fill out. The original of these forms will be stored in the students' cums records and a copy will be placed in a file in the main office.
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:During this orientation parents will have an opportunity to ask questions about ESL programs and services available for their children before making a choice. Since we don't offer a Dual Language or TBE program at this time, we will recommend that parents find placement in other schools if they wish for their children to be placed in such a program. Placement letters and continued enrollment letters are distributed as necessary. Continued entitlement letter records are maintained in the students' cumulative files. The ELPC screen in ATS is updated within 20 days after parents have communicated their program choice.
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:Students will be scheduled individually for the spoken part of the test. They will be administered the other sections in groups.
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.   
Paste response to question here:N/A (new school)

## 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: HERO has a total of 126 students, with 19 ELLs (15.08% of the school population). The ELLs who do not require to be placed in a ICT block are grouped in one block. HERO has a departmentalized program model where teachers specialize in one content area. The ESL teacher pushes in the Algebra and Living Environment classes and pulls out for English. The pull-out group is heterogeneous and contains the students who need additional support and scaffolding in reading and writing. In addition, we offer ESL tutoring twice a week for the beginner ELLs. ESL teachers-in-training from Hunter College come to our school once a week and work individually as tutors with the 9 ESL students who have the highest needs. The other tutoring hour is provided by the ESL teacher. The ESL teacher is also involved in the planning for Algebra and Living Environment, especially in the area of literacy and academic language development.

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)?

Paste response to questions here: All our ELLs receive support above the mandated number of instructional minutes. All beginners are in the pull-out ESL English class 6 70-minute periods a week (420 minutes). All ELLs who are not in the ICT block receive the mandated instructional time through the 6 push-in 70-minute periods in Algebra and Living Environment by the certified ESL teacher (420 minutes). The ELLs who are in the ICT block receive the mandated instructional time through the cooperation of the ESL teacher with their English, Living Environment and Algebra teachers.

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: All content area classes are delivered in English and the curriculum is aligned with the Common Core Learning Standards. The ESL teacher provides written translations of lecture notes and assessments in Living Environment. In addition, a Spanish-speaking para shadows the beginning ELLs who have the highest needs. In Algebra, the math teacher who is bilingual translates her materials and explanations orally.

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

Paste response to question here: ELLs' reading comprehension is tested in Spanish by using running records.

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: Speaking is continually evaluated through classroom discussion and conferencing. Listening is periodically evaluated through listening comprehension assessments. Reading is evaluated through reading comprehension assessments. Writing is evaluated through written assessments.

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).

Paste response to questions here: Instruction is differentiated by placement into the ESL block and pull-out English classes. In addition, teachers make extensive use of SIOP practices, including visuals, graphic organizers, translations, access to bilingual and English dictionaries, access to online translation programs, Spanish Algebra and Living Environment textbooks and translations of the curricular texts used in English, vocabulary building (including word walls), peer review, think/write/pair/share, double-entry journals, videos with Spanish subtitles, book recordings. Students with higher language needs (newcomers, SIFE) are paired up with more advanced students. ELLs in all subgroups complete projects throughout the year, including an interdisciplinary project on chronic disease that involves all content areas: English, Living Environment, Algebra and Healthcare Careers. They all participate in the mandatory fieldtrips to our partner institutions, Hostos Community College and Montefiore Hospital. In addition, to develop all of our ELLs reading skills, they participate in the schoolwide Independent Reading program, in which students build stamina, vocabulary and reading strategies by reading a book of their choice each day for 20 minutes in their advisory class. For that purpose, we have stocked our school library with Spanish-language books and Spanish translations of English books. Former ELLs continue to receive testing accommodations for up to two years.

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: ELL-SWDs are fully integrated in all the school activities and academics. The ESL teacher cooperates with the Special Education teacher.

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: All students are mainstreamed at HERO High. The ICT block follows the same curriculum and schedule as the other blocks. For all content area classes, the Special Education teacher and a para push in, and occasionally pull 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				
Native Language Arts:	0				
Social Studies:	0				
Math:	0				
Science:	0				

### Courses Taught in Languages Other than English

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

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


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

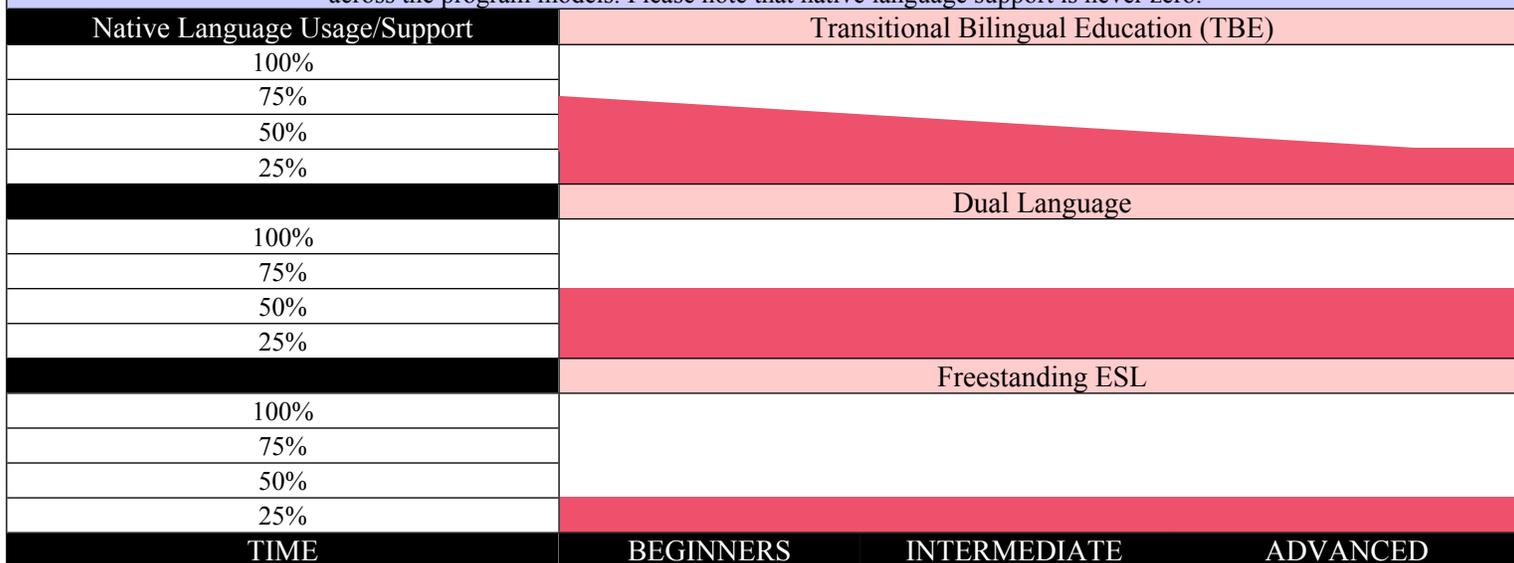
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

Paste response to question here: At HERO, we use the co-teaching model for the ICT and the ESL blocks; this allows instruction to be delivered in smaller groups according to student needs.

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

Paste response to question here: All teachers are aware that they are teachers of ELLs. The English teachers co-plan the entire curriculum with the ESL teacher. The ESL teacher also consults with the science, math, and healthcare career teachers to implement modifications to their curriculum. When pushing-in in the content-area classes, the ESL teacher attends to the needs of ELLs.

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

Paste response to question here:

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

Paste response to question here:

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: There are 2 study sessions scheduled at the end of each day. The first study session is a mandatory 37-minute period for homework intervention, Regents preparation, and additional support for all content area classes. The second study session is an 1-hour period for tutoring in ESL, Algebra, Living Environment and English; we also offer afterschool clubs that enhance students' academic skills such as a Science, Drama, Debate, Creative Writing, Art, French, and Student Government. The ESL individual tutoring is provided by ESL teachers-in-training from Hunter College.

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

Paste response to question here: All classrooms are equipped with smartboards and two classrooms are equipped with individual computers, connected to the internet. The individual computers are used for writing projects, such as essays and powerpoint presentations. The NorthStar ESL textbook series is used to supplement the curriculum.

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

Paste response to question here: In 11<sup>th</sup> grade students will be taking Spanish for Healthcare.

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

Paste response to question here: ESL instruction is tailored to our mission as an early-college school. HERO also has a strong advisory program where students have the daily opportunity to work and interact with each other in a smaller and more informal group setting. Advisors monitor each student's progress and advise students to attend tutoring and take advantage of all our supplemental and afterschool activities.

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: N/A (new school)

18. What language electives are offered to ELLs?

Paste response to question here: We currently offer a French club. Students will take Spanish for Healthcare in 11<sup>th</sup> grade.

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.

Paste response to questions here: All teaching staff, including the ESL teacher, as well as the content-area teachers (English, Math, Science, Healthcare Careers), participated in 2 weeks of professional development before the school opened to create the school culture (August 19-19, 9 a.m.-2 p.m.). At that time, teachers practiced delivering model lessons, and were given feedback on their delivery, checking for understanding, and modifications for ELLs. In addition, every Friday, from 2:50 p.m. to 4:50 p.m., all teachers attend a weekly 2-hour PD meeting where they plan instruction and enhance their instructional strategies targetting specific subgroups of students, including ELLs. Professional development focuses on the school-wide across-the-curriculum-literacy instructional approach. Records of these meetings are kept in the staff's shared electronic drive. All teachers have access to a list of students identified as ELLs and former ELLs. On October 23, the ESL teacher attended a Nuts and Bolts PD session organized by the NYC DOE Office of English Language Learners. The Guidance Counselor received professional development in order to assist ELLs in their transition from middle school to high school.

### **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?

Paste response to questions here: Parents are informed through letters, flyers, and phone calls. The school organized a Curriculum Night where parents were informed about their students' academic programs and school expectations. The Parent Association organizes regular meetings. Interpreters are available for these parent meetings. We invite parents to send out letters with questions and concerns in order to address their needs. We invite parents to workshops organized by the Samuel Gompers HS, with which we share a building. Our bilingual school social worker is in regular contact with parents.

### **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: H.E.R.O. High

School DBN: 07X259

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kristin Cahill	Principal		1/16/14
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Judith Nysenholc	ESL Teacher		1/16/14
Angela Campbell	Parent		1/16/14
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Stefanny Andujar	Guidance Counselor		1/16/14
Alan Dichter	Network Leader		1/16/14
	Other		1/1/01