



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HIGH SCHOOL FOR MEDICAL SCIENCE
DBN (i.e. 01M001): 09X413
Principal: WILLIAM QUINTANA
Principal Email: WQUINTA@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: BEIRNE GERARD

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
William Quintana	*Principal or Designee	
Hector Velazquez	*UFT Chapter Leader or Designee	
Victor Smart Quarshie	*PA/PTA President or Designated Co-President	
Romeo Rotgans	DC 37 Representative, if applicable	
Jabez Quarshie and Regheim Beck	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N / A	CBO Representative, if applicable	
Orlando Avila	Member/ SLT Chair	
Nery familia	Member/ Parent	
Paul La Pierre	Member/ Parent	
Jocelyn Beato	Member/ Parent	
Aracelis Noriega	Member/ Parent	
Shirley lthier	Member/ CSA	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To improve the Six Year Graduation Rate by 2.0% from 87.0% in 2013 to 89.05 in 2014.

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.

- Supplementary/remedial classes
- Regents Prep
- Review of Cohort
- Identification and constant monitoring and follow-up of target population
- Individual Student Plans

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. Guidance counselors will target under credited students at the beginning of each school year and individualized senior checklists will be discussed with them and their parents. The outcomes will include programming the senior for prep and remedial classes or after-school/Saturday instruction; as well as finding alternative placement sites where the students can make up missing credits. A Regents Prep component will be also taken into consideration. Parents will receive periodic reports to help them monitor their children's progress.

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

1. Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal

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

1. Marking period end dates and review of Scholarship Reports

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

1. Sep-2013 to June 2014

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

- Super Senior Checklists and Progress Reports
- Report Cards
- Regents Results
- End of year graduation statistics
- Cohort Data

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve the Four Year Weighted Diploma Rate by 2.0% from 189.7% in 2013 to 191.7% in 2014.

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.
<ul style="list-style-type: none"> • Supplementary/remedial classes • Regents Prep • Review of Cohort • Identification and constant monitoring and follow-up of target population • Individual Student Plans

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. Guidance counselors will work their way up by grade levels at the beginning of each school year; they will meet with students and parents to discuss a Graduation Passport and to plan the roadmap for a Regents Diploma or Advanced Regents Diploma. Parents will receive periodic reports to help them monitor their children's progress.
B. Key personnel and other resources used to implement each strategy/activity
1. Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Marking period end dates and review of Scholarship Reports
D. Timeline for implementation and completion including start and end dates
1. Sep-2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Senior Checklists and Progress Reports • Report Cards • Regents Results • End of year graduation statistics • Cohort Data

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

students will be invited to visit the school and attend orientation meetings, beginning with a Spring/Summer Open House and Tour. Parents will also be invited to attend workshops on graduation requirements and state examinations. Finally, parents will receive timely notification of the academic intervention services offered to their children and monthly academic progress reports.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To improve the Living Environment Regents passing rate by 2.0% from 71.0% in 2013 to 73.0% in 2014.

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.

The higher the % of all students passing Living Environment, the higher points earned in the school's progress report.

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

- Supplementary/remedial classes
- Regents Prep
- Review of Cohort
- Identification and constant monitoring and follow-up of target population
- Individual Student Plans

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

1. Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Lead Teacher/Principal

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

1. Marking period end dates and review of Scholarship Reports

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

1. Sep-2013 to June 2014

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

- Students Checklists and Progress Reports
- Report Cards
- Regents Results
- End of year statistics
- Cohort Data

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).

At HSMS, we will make every effort to encourage parents to become partners in the educational process. First, we will make parents feel welcome when they visit the school. We will encourage them to visit their child's teachers and counselors. Parents will participate on school committees. We will continue with an effective School Leadership Team, comprised of school personnel, students, and parents. This committee will ensure that the school's Comprehensive Education Plan is implemented and will revise the plan as necessary. This will provide parents with a sense of empowerment and inclusion. We will also ensure that parents receive timely information on the

academic progress of their children, and will organize activities at which the parents themselves can be educated or, even, entertained. We hope to improve parental enthusiasm by organizing workshops on topics such as parenting skills, computer training, and English language instruction. The parents of our new sixth and ninth-grade students will be invited to visit the school and attend orientation meetings, beginning with a Spring/Summer Open House and Tour. Parents will also be invited to attend workshops on graduation requirements and state examinations. Finally, parents will receive timely notification of the academic intervention services offered to their children and monthly academic progress reports.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

To improve the % of Middle School students passing a Social Studies course by 2.0% from 87.1% in 2013 to 89.1% in 2014.

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.

The higher the % of all students passing Social Studies, the higher points earned in the school's progress report aiming to train the students in HS for USH regents.

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

- Supplementary/remedial classes
- Regents Prep
- Review of Cohort
- Identification and constant monitoring and follow-up of target population
- Individual Student Plans

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

- Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Lead Teachers/Math Coach/Principal

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

1. Marking period end dates and review of Scholarship Reports

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

1. Sep-2013 to June 2014

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

- Senior Checklists and Progress Reports
- Report Cards
- Regents Results
- End of year graduation statistics
- Cohort Data

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).

At HSMS, we will make every effort to encourage parents to become partners in the educational process. First, we will make parents feel welcome when they visit the school. We will encourage them to visit their child's teachers and counselors. Parents will participate on school committees. We will continue with an effective School

Leadership Team, comprised of school personnel, students, and parents. This committee will ensure that the school's Comprehensive Education Plan is implemented and will revise the plan as necessary. This will provide parents with a sense of empowerment and inclusion. We will also ensure that parents receive timely information on the academic progress of their children, and will organize activities at which the parents themselves can be educated or, even, entertained. We hope to improve parental enthusiasm by organizing workshops on topics such as parenting skills, computer training, and English language instruction. The parents of our new sixth and ninth-grade students will be invited to visit the school and attend orientation meetings, beginning with a Spring/Summer Open House and Tour. Parents will also be invited to attend workshops on graduation requirements and state examinations. Finally, parents will receive timely notification of the academic intervention services offered to their children and monthly academic progress reports.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #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.
 To increase the % of Middle School students passing English as a Core Course by 2.0% from 88.9% in 2013 to 90.9% in 2014.

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.
 The higher the Percent of Students Passing a Core Course, the higher the score for School Performance on the school's progress report

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**
- Dedicated guidance counselor/grade advisor
 - Supplementary/remedial classes
 - Regents Prep
 - Review of Cohort
 - Identification and constant monitoring and follow-up of target population
 - Individual Student Plans
- B. Key personnel and other resources used to implement each strategy/activity**
1. Dedicated guidance counselor/grade advisor
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Marking period en dates and review of Scholarship Reports
- D. Timeline for implementation and completion including start and end dates**
1. Sep-2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Students Checklists and Progress Reports
 - Report Cards
 - End of year statistics
 - Cohort Data

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).

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

Budget and Resource Alignment

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

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

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

**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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

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).

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

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.).

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

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.).

N / A

Measures to Include Teachers in Decisions Regarding Assessments

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

All staff embrace in periodic and thorough review of our School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as reviewing the results of our Inquiry Team action research, surveys, and school-based assessments. Data gathered from all those sources is used to foster an existing good practice of interdisciplinary dialogue and common planning between teachers of different subjects. The interdisciplinary dialogue and common planning practices have a direct effect in the lesson planning and creation of formal and informal assessment pieces.

On the other hand, the creation of a stronger data culture in the school is an ongoing process. This data culture facilitates continuous data analysis of student performance and progress to disaggregate ethnic groups, gender trends and socio-economic influences to improve our services. Consequently, our school community focuses in making sure that all action plans consistently identify clear measurable targets, allocate responsibilities to named people and include specific timeframes. We want to ensure that teachers give students consistently clear feedback, explaining what they have done well and how to improve their work further, especially when work is displayed

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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 09	Borough Bronx	School Number 413
School Name High School for Medical Science		

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 William Quintana	Assistant Principal Shirley Ithier
Coach type here	Coach type here
ESL Teacher Illiannette Cirino	Guidance Counselor Lynette Ortiz
Teacher/Subject Area Cesar Florez	Parent Victor Quarshie
Teacher/Subject Area type here	Parent Coordinator Antonio Melendez
Related Service Provider type here	Other type here
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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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)	465	Total number of ELLs	19	ELLs as share of total student population (%)	4.09%
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							0	2	0	2	0	0	0	4
Pull-out							3	5	2	2	1	1	1	15
Total	0	0	0	0	0	0	3	7	2	4	1	1	1	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	9

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	6	0	2	9	0	2	19
Total	4	0	0	6	0	2	9	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
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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	5	1	4	1	1	1	15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	0	0	0	0	0	3
TOTAL	0	0	0	0	0	0	3	7	2	4	1	1	1	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)							0	1	0	0	0	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	2	2	0	0	0	0	6
Advanced (A)							1	4	0	4	1	1	1	12
Total	0	0	0	0	0	0	3	7	2	4	1	1	1	19

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	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	3	0	0	0	3
7	6	1	0	0	7
8	2	0	0	0	2
NYSAA Bilingual (SWD)	0	0	0	0	0

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

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools used to assess the literacy skills of ELL students are the NYSESLAT (using modalities) , LAB-R and City Wide Reading/Math exam report as well for middle school students and incoming 9th graders. That data acquired through these assessment tools helps the teachers collaborate and create strategies that will help students improve in the areas of word sentence reading, passage comprehension, and sentence completion. In turn building skills in the four areas of testing reading, writing, listening and speaking in order to reach proficiency. All data collected from assessments is used for programming and planning. Teachers are able to identify the needs of the students and appropriately plan for the upcoming school years addressing all content areas for student improvement. HSMS has 19 ELLs out of those 19 - 12 are Middle School students grades 6-8 and 7 are High School students grades 9-12.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The higher the proficiency level reflected on both the LAB-R and NYSESLAT, the higher the grades for ELA and Social Studies will be.
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](#))
Listening and Speaking proficiencies are usually higher than reading and writing levels, therefore, infusing reading and writing across the curriculum is a must in order to bridge the gap exhibited by the NYS modality and scores. Using the the data collected allows for targeted programming and differentiation in instruction.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?a) Data seems to indicate that the performance of ELLs when taking exams in their Native Language are higher than when they take tests in English.
b) By using the students proficiency level in order to structure students schedules and increase instructional time in ELA content.
c) Data shows a proficiency level and the school customizes the students schedule according to their level.
5. 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](#).)
HSMS is a 6-12 school. In the Middle School grades we use RTI to provide the students with home work help and building skills in areas of weakness that will allow them to work at the same pace as the students in their grades. The NYSESLAT modalities , LAB-R and State Exam levels are used to assist teachers to properly prepare to work with their students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All ELLs receive extended time for testing NL exams for all except English, grouping within the classroom and pull-out from the ESL teacher. The school progress Report shows the increase/decrease in the percentage of students meeting higher standards in the lowest 3rd for every year. This allows for better planning and the use of strategies that work and the need to build on those that have not produced the desired results.
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?HSMS has Free Standing ESL program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The purpose of the ELL program at the High School for Medical Science & The Dr. Mary E. Walker Medical Science Academy is to help students continue to progress academically while they are developing stronger English language Skills. This is accomplished via pushin and pullout sessions with a highly effective ESL teahcer as well as specialized instruction for students with special needs. Smaller instructional groups and differentiated instruction materials to help students access learning and building skills in order to meet NYS Common Core Learning Standards.

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](#).)
As part of enrolling a student, a Home Language Survey is filled out by the parent or guardian. If the Home Language Survey indicates that a language other than English is spoken at home, the procedure to determine a student's eligibility begins. The Parent Coordinator Mr. Melendez administers the HLIS and conducts the informal Oral interview and formal initial assessment in English and in the Native Language if it is Spanish. (Other languages are conducted with the assistance of a translator provided by the DOE). The Department of Education Translation and Interpretation Unit provides over the phone interpretation services at 718- 752-7373. A language Identification Guide is kept in the Pupil Personnel Office and the Main office to assist Parents/Guardians in the identification of Language spoken. A student may be identified as an ELL by previous enrollment in an ELL program, or after being administered the Language Assessment Battery-Revised (LAB-R). All students entering the public school system for the first time are administered the LAB-R within the first 10 days of admission. Parents of an eligible student receive a letter within 10 days of enrolling their child. If parents declines the services offered, they are asked to sign a letter requesting their child be withdrawn. Once this information is collected Ms. Cirino the ESL teacher/ELL service provider administers the exam.
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.

Medical Science offers a Free Standing ESL program as per our CEP students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL service periods by highly a qualified and certified ESL teacher. As a screened program students entering our school have already been categorized in regards to ELL status. However, if a parent or a teacher expresses concerns over a particular child's language proficiency, the ELL liaison is outreached for testing.placement purposes .This process is encouraged within the first 10 days following the same model as if a student is new to the state or to the NYC Department of Education for the first time.The following structure is in place to ensure that parents understand the ELL program available at HSMS is a Free Standing ESL Program. When students come to our school, the family meets with the Parent Coordinator Mr. Melendez who is a provisionally certified New York State Guidance Counselor along with the ELL Liaison/Guidance Coordinator, Ms. Ortiz, a permanently certified New York State Guidance Counselor & Bilingual Admin PPS certified. The ESL teacher/ ELL Service Provider Ms. Cirino, who holds an permanent certification to teach ESL in NYS is then introduced to the parent and the student. The Parent Coordinator Mr. Melendez,then informs parents of the program available for their youngsters. This occurs when the child is first enrolled in our school. Information sessions are held twice a year (one in the fall and one in the spring) or on a as needed basis, where parents are then shown the parent-choice video in their native language.

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 [\[see tool kit\]](#).)
Once a student is identified as being entitled to receive ELL services, the ELL Liaison works along side the Parent Coordinator to ensure that entitlement letters are sent out and received by the child's parent/guardian in compliance with the CR-PART 154 which requires that ELL students receive appropriate services in order to acquire and develop English language skills and meet the standards in the core subjects expected at their grade and age levels. Mr. Melendez, the Parent Coordinator is responsible for ensuring that the entitlement letters are distributed during the parent information sessions which take place twice a year, once in the fall and once in the spring and also through the mail if parents are unable to attend. We make every effort to meet with each parent. In cases such as these it is necessary to set up individual meetings during the school day to ensure that they receive proper information about the Free Standing Program at HSMS. Parent Survey and Program Selection forms are returned in the following

ways: parents are encouraged to complete and submit the Parent Survey and the program selection form at the information sessions or at their individual meeting. We provide entitlement letters, parent survey and program selection form to parents by mail. In addition, Mr. Melendez facilitates a meeting where parents view the Orientation DVD for Parents of English Language Learners in their native language if possible. At the same time parents receive a copy of the Entitlement Letter in their native language. We make every attempt to have translators available at these meetings. The entitlement letter describes the Freestanding ESL Program which is the only one of the three program choices available at HSMS. Parents are encouraged to ask questions about the program and their questions are answered by Ms. Ortiz the ELL Liaison/Guidance Coordinator. A parent meeting is held at the beginning of the year as well as on a one-on-one basis for parents who are unable to attend.

Mr. Melendez, ensures documents to ELL parents are returned through parent outreach (phone calls, letters and Parent Association meetings) that all parents return all forms. Mr. Melendez calls parents and send the program surveys and program selection form home in the mail in case the forms were misplaced. Mr. Melendez calls to follow up with parents as well.

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.

Once the identification of ELL's occurs, student placement decisions are made through a holistic profile summarizing results of multiple assessments , such as tests, classroom assessments, interviews and teacher observations. Once the parent/guardian is notified of the child's entitlement, orientations are arranged and held for parents to gain the necessary knowledge of programs available to their child within the school they are attending materials are provided in the parent's home language which will indicate the program the parent has chosen (in our case Free-Standing ESL) for their child. Parents are also informed of when students may exit from ELL programs and transition to monolingual English instruction without ESL services. They are informed how the NYSESLAT determines whether they tested out or not. The criteria used to place identified ELL students in ESL instructional programs is as follows: The ESL students that we serve come from many countries and speak a variety of languages. We serve all of our

students through a Freestanding ESL program. Parents or caretakers agree to this instructional model through the parent selection forms given to parents at the beginning of the year when students are enrolled in our school. If parents are unable to communicate in English we provide a translator to assist with communications by contacting the DOE translation unit. When necessary, we provide written communication in the child's native language. After the information sessions, we receive back the program selection forms and the parent surveys, we give the child the continued entitlement letters as well as mail continued entitlement letters home to ensure that parents receive them.

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.

The NYSESLAT has five grade bands HSMS offers the following grades 5-6, 7-8 and 9-12. as we are a 6-12 school. The exam assesses students speaking, listening, reading, and writing skills which are defined by New York State's English as a Second Language Learning Standards. The speaking section is administered to students individually and asks the students to respond to a word or statement read aloud or to a photo. The other sections are administered to students in a group based on grade level. The reading section asks students to answer questions and prompts about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a photo and/or word or a statement which is read aloud.

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.  HSMS offers ELLs a Free Standing ESL program as per our CEP, students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL periods by certified ESL teachers. Parents/Guardians are aware of the fact they are entitled to choose a different program at another school as per NCLB. Parents choose to remain at HSMS based on the trends in program choice for the school. The program models offered at HSMS are in alignment with parent requests by providing the students with the support and resources they need to become proficient in ENGLISH allowing them to exit the ELL program into monolingual English classes. We continue to work at building a strong ELA curriculum as a foundation for English Language Arts Instruction and English as a Second Language. Instruction is continuously aligned for ELLs with ESL performance indicators and learning standards as well as grade level indicators in all content areas as well as ELA. We continue to emphasize the need for technology as it is incorporate into instruction in accordance with NCLB. In order to ensure that these and other efforts to continue providing quality service to our students on-going training is arranged, periodc reviews of student data is continuously encouraged as we analyze achievement data to continue strangthening our differentiated instruction for ELL students.

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])?
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)?

HSMS offers a Free Standing ESL program following the Push-In/Pull-Out and self contained model , which provides research based ESL strategies and methodologies to help meet our ELLs needs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modify instruction and assignments thereby scaffolding classroom work.

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.

As per CR-PART 154 ELA is the foundation for NLA, ESL and ELA curricula. HSMS assigns the required units of study to ensure alignment with program models required and delivery of services. For grades 6-8 - 2 units of English Language Arts are provided at a Beginners Proficiency level in ESL, Students at an Intermediate Proficiency level receive 2 units of ESL instruction, at the Advanced level of proficiency students receive 1 unit of ESL and 1 unit of ELA. Each content area provides the following:

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 - 4- At HSMS there are two types of incoming students those with records which carry a history of records on ATS or hard copy

and those with no records who come to us Over the Counter. All incoming students receive the H.L.S (home language survey) to ensure they have one on file. Student entering new from another country are scheduled to take the LAB-R within the first 10 days of their admission. Once done students are identified and provided with services until the NYSESLAT is given in the Spring to determine the students levels of proficiency.

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

NYSESLAT scores are collected and the modality report is printed where data is used to determine the grouping of students as well as the level of instruction. This information is shared by the ESL teachers with the ELA teacher to differentiate instruction in order to assist the student in building skills which will increase their scoring in each of the four modalities as well as their overall proficiency eventually testing out of ESL. Those student will receive continued support through AIS, Credit Recovery and RTI through out the year even after they test out.

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).

a) At the present time HSMS has one student in the SIFE category. Our action plan for students is an afterschool program following a small group tutoring model, one-to-one support once a week with a certified ESL teacher. Additional guidance and social services are provided to the SIFE student and his/her family as needed.

b) For ELL's who are newcomers or have less than three years in the United States, we offer a Free Standing ESL program with a full-time ESL certified teacher, the goal of our ESL program is for students to acquire the language development necessary to transition into higher proficiency levels and ultimately test out of ESL all together. Students who are new to our school system are not necessarily in beginning levels of proficiency, therefore, we program these students in the level in which their proficiency rests. We schedule individualized meetings to track the progress of these new comers and to case conference on their specific needs. Measurable goals are set for the newcomer ELL, much like an IEP, where the ultimate goal is to successfully meet the New Common Core Learning Standards for NYS ELA Regents and the NYS English Language Arts exam for Middle School. Through test prep, mock exams, RTI progress monitoring, AIS and test reviews the newcomer ELL students are taught the specific skills needed for their end of year exams. In addition, these students require careful revision to see if they are exhibiting difficulty in their cultural transition. This is accomplished by continuous monitoring, and feedback of parents, teachers and peripheral staff members such as guidance counselors and deans to ensure that newcomer ELL's are adapting well to their new environment and are on track to reach their academic goals.

c) ELL students receiving service for 4-6 years of our ESL program are supported in after school AIS or credit recovery for students nearing graduation as well as their content areas. ELL teachers work with student within their level of proficiency preparing them to exit the ESL program and begin their transition into a monolingual program.

d) Our plan for long term (6+ years) ELL's is to continue to provide services with differentiated instruction in their classroom based on the modalities in which they require the most support. They will also continue to receive support in AIS and all content areas. Teachers will continue to use informal and formal diagnostics to plan instruction and support student learning. Classroom teachers will also receive professional development on ESL approaches and strategies.

e) Former ELLs will continue to receive support in AIS, Credit Recovery and content areas. Teachers will follow the same plan followed for long term ELLs to ensure the student can comfortably transition.

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?

HSMS provides the standards -aligned English Language Arts(ELA), Mathematics textbook and instructional materials, including materials for universal access . These programs are designed, implemented and documented to be in daily use in all classrooms for all students enrolled in grades 6-12 ELA and Mathematics courses. Full implementation means that all students, including English Language Learners (ELLs) , and Students With Disabilities (SWDs) are provided the new CCLS-aligned textbooks and instructional materials. ESL students use Empire State NYSESLAT grade 6-12 as well as Prentice Hall Literature grades 9-12 and Scholastic CODE X 6-8. For Mathematics students are provided Algebra 1 grade 8-9 Common Core Pearson, Algebra 2 Common Core Pearson grade 10 and Geometry Common Core Pearson grade 11.

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?

HSMS teachers and school leaders work in collaboration to make decisions regarding curriculum and assessments. Activities are designed to ensure that students who have difficulty mastering the proficient or advanced levels in content areas are provided with

effective timely additional assistance throughout the day in AIS and during push-in/pull-out periods. The additional assistance includes measures to ensure that students who are having difficulties are identified. Early programming considers availability of the ESL teacher to allow for access in her program. All classroom curricular/ instructional services are aligned with ELLs and ELLs with SWD with their IEPs, Common Core Learning Standards, and State and local requirements to ensure the education of ELL students in the new standardized assessments which will determine their progress to the next grade.

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

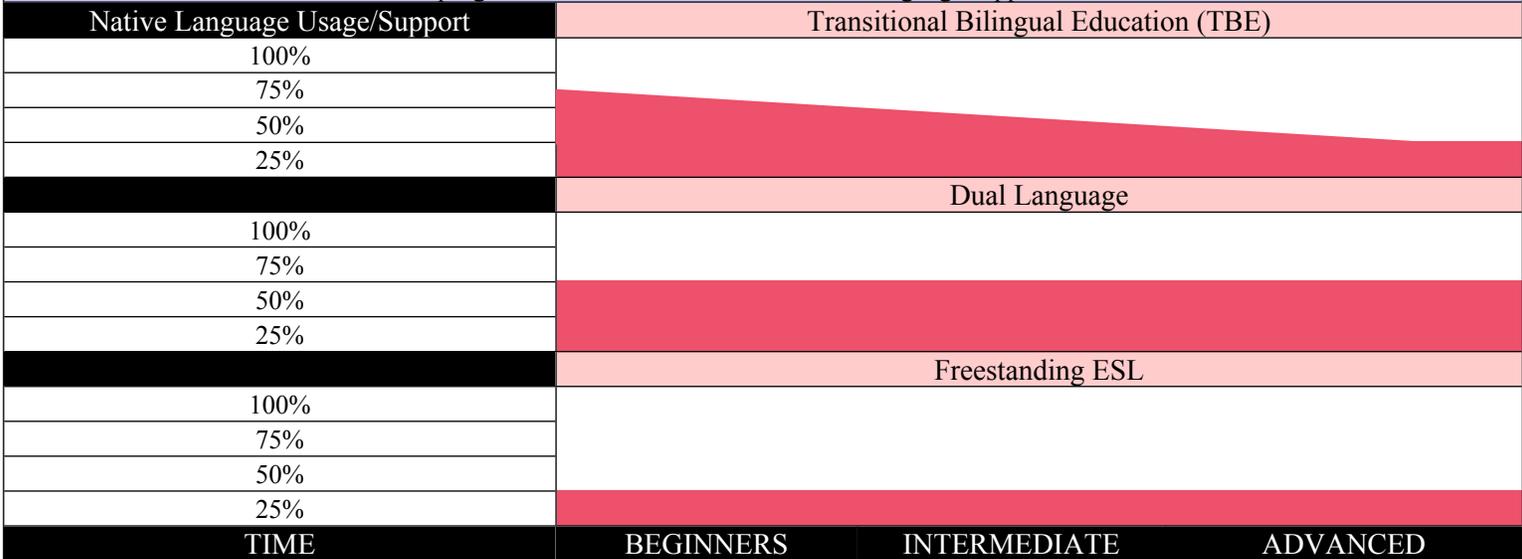
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

At HSMS all certified teachers are used to working with ELLs to ensure that the amount of minutes mandated are met by providing support to all ELLs at all levels of proficiency (Beginning, Intermediate, and Advanced level students) The following support structures or services are in place in our school for ELLs: AIS, RTI and Credit Recovery. All programs made available to ELLs are offered in English.

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

ELLs are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving ELLs students are aligned with New York State standards in the seven core , English as a second language (ESL) and English language arts (ELA) curricula is aligned with the NYS CCLS ELA standards. Instructional strategies promote the transfer of literacy skills learned. Certified teachers, administrators, and staff working with ELLs. The staff participates in ongoing, long-term staff development with strong emphasis on the New CCLS learning standards. The single most critical element for successful learning by ELLs is the quality and preparation of the teachers. Principals are highly articulate regarding curriculum and instructional classroom strategies for ELLs. Flexibility and expansion of instructional time, such as after school programs, extended school year, and Saturday schools for ELLs are supported. The languages and cultures of ELLs are respected and valued throughout the school. Parents of ELLs are made to feel important members of the school community. Parents of ELLs are meaningfully involved in the education of their children and are informed about the State standards and assessments. Parents are provided with strategies to increase their ability to help with their children's homework. Parents of ELLs are encouraged to become more active and involved members of the school community and to participate in decision-making activities. ELLs performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures through Acuity and data will continue to be collected and assessed through the new School Net system.

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

HSMS has welcomed the leadership program for grades 6-12 for Home Work help and Peer Tutoring as well as The Kaplan Program for grades for the High School students.

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

There will be no discontinuation of programs for ELLs at HSMS. The only changes that will be taking place is the exiting of students into monolingual programs after scoring proficient in the NYSESLAT. Once that has happened continued support will be provided to ensure students continue progressing.

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

All ELLs are programmed for AIS and or Credit Recovery based on their needs just as other students are programmed. The ultimate goal apart from becoming proficient in their language acquisition is to have them graduate with their cohort and to meet all CCLS in order to attend the college of their choice. Certified teacher are part of AIS and Credit Recovery as it is one of the single most critical element for successful learning for ELLs, SWDs and Monolingual students alike.

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

The instructional materials used with ELLs are Prentice Hall Literature, Empire State NYSESLAT, Scholastic CODE X and Pearson Mathematics as well as Wordly Wise. Students have Lap tops within their classrooms to do research for all subjects (Lap tops are used to implement RTI programs as well as for AIS and Credit Recovery), Through the Danielsons Framework and the New School Net CCLS assessments teachers identify student needs and build on their curriculum with the data collected (through the assessments now offered online through school net). This allows for differentiation at every level and subject area. RTI is used for progress monitoring ELLs & SWDs and it is implemented in all areas of instruction. HSMS is a print rich school. Students are given accounts to manage their classwork and teachers set specific goals for each student. Every student works independently. Reading and Writing is emphasized in every subject and there is a writing component and use of technology in all content areas including physical education.

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

The goals of ESL are to provide content area instruction in English using ESL methodology and instructional strategies as well as Native Language support to ensure comprehension. ESL instruction is based on literature and content based instruction that is aligned with the NYS CCLS. English is used to teach core content areas including Physical Education.

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

ELLs are grouped accordingly and have access to grade-appropriate content and language instruction through a highly qualified teacher. This is done because heterogeneous language grouping facilitates English language learning and it creates the need to use the English Language. Instructional strategies and support include balanced literacy like read aloud, shared reading, word walls, shared writing, critical thinking skills, independent reading and independent writing. Students learn how to distinguish between informational literacy and functional passages becoming familiar with the styles of questioning on the new NYS CCLS assessments.

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.

Activities for newly enrolled ELLs at HSMS include orientation, a tour of the campus as well as meeting with the staff to become familiar with the resources available to them while they are in the school, introduction to the Parent Coordinator as a contact for parents, as well as a questions and answer period to become familiar with their new teachers.

18. What language electives are offered to ELLs?

All students including ELLs are programmed for Spanish as a mandate for completing their required NYS two credit in a foreign language. Students on track for an advanced regents diploma must take six Spanish L.O.T.E courses in order to qualify for testing.

19. For schools with dual language programs:

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

a) The targeted language (English) is used throughout the entire day within all content areas and courses. ALL ELLs at HSMS, regardless of their proficiency level take a double period (90 min) of ESL instruction every day.

b) ELLs are integrated throughout the entire day. They are either part of the Self-Contained model or the push-in model where their sessions are meshed with the class lessons.

c) Students are grouped heterogeneously and taught in the English Language in all subject areas.

d) HSMS has a Free Standing ESL program.

e) Being a Free Standing ESL program HSMS does not teach in the students' native language. HSMS is a middle school high school and students entering have already mastered emergent literacy.

C. Professional Development and Support for School Staff

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

1- Our teachers will continue to receive support in reciprocal teaching, data analysis, as well as planning aligned to the new Common Core Teaching Standards. We will continue to have formal/informal meetings between classroom teachers and inquiry teams to build on new teaching strategies in all content areas.

2- Weekly professional development is provided to all staff members. ELL teachers as well as NLA Teachers meet along with the ELA department to plan based on data collected from assessments. ELL teachers are sent to Network meetings to ensure that any new information is disseminated and received accordingly by teachers to support ELLs' progress.

3- HSMS will continue to provide teachers with training for new ideas on strategies such as (Danielson's Framework) for teaching and providing students with differentiated instruction. They will also continue to offer students support in AIS, Credit Recovery and RTI. They will continue to receive training in NYSESLAT test prep as well as ELA test prep in order to prepare the students for the New Common Core ELA and Integrated Algebra Regents exams, RCTW & RCTR & the New Common Core NYS Reading and Math Exam for middle schoolers; as well as students who's IEP show declassification in grades 8 through 12 with a specification of safety net eligibility.

4- The ELL teacher provides additional ESL instruction during the 37 1/2 minutes Extended Day program to ELL students starting 1st period then teaches cluster periods throughout the day also providing service to ELLs through push-in and pull-out as well.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 - 1- Parent involvement in our school has continued to increase throughout the years. Having the help of our outstanding Parent Coordinator Mr. Melendez makes parent contact simple. We develop a relationship of trust with our parents that brings them in to participate on Saturday's for parent conferences as well as when a teacher is in need of a conference to discuss student progress and/ or concerns. Parents also participate during our annual College Night done every November. The Pupil Personnel department along with the Parent Coordinator and attendance office work collaboratively to ensure that ELL students' parents do not feel separate or alienated from the monolingual parents. All conferences are translated and all documents are provided in students native language to ensure clear understanding of what is being discussed. Our school is planning a series of workshops regarding a variety of topics that would be of interest to ELL parents such as, citizenship, the rights of ELL parents and students, understanding ELL educational goals, parent resources on ARIS (ARIS training is also provided [password and usernames are created for each parent] and academic interventions ELL parents can provide at home.
 - 2-- HSMS has developed partnerships with the Leadership Program, Middle School students in the lowest third receive Home Work Help as well as Social Skills training, Montefiore My Health Clinic provides medical services to the students in the school who have brought in parent consent, NYPD Community Affairs officers provide services to members of the community/ NYPD School Safety Uniformed Task Force provides safety lessons to all students within the school to build awareness and prevent incidents within the campus, FDNY provides informational workshops to parents in the community, ESL services and English classes though referrals to outside agencies through the Legal Aid Society and Immigration for Community Advocates is also provided.
 - 3-Through Parent Association meetings we meet with the Parent President and the Parent Coordinator which provide us with detailed lists of questions concerns and requests made by parents of monoligual and ELL students. We use this as our needs assessment for parents and ensure answers for the next parent meeting the following month or set up conferences with staff members within the school that can assist the parent with their needs.
 - 4- HSMS takes the time to carefully review all parent questions, concerns and requests. We provide parents with detailed explanations of all that is being done in the school schedule, meetings with guidance counselors, and teachers as requested. We provide parents with the guidelines for applying for working papers, high school application process, college application process etc. We hold meetings through the Parent Coordinator once a month (Saturday's) where issues are discussed, We hold a college night for parents and students to come and participate in in the Fall of every year and speak to schools their children are considering applying to. We hold meetings for parents of students with Special Needs and ELL students, ad we provide referrals for parents who express an interest in outside services.

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.

All students in the school are trained to become resident experts in a topic of their choice, and ELL's are no exceptions. The concept of resident expert involves reading, writing, and presenting orally in front of their peers and staff, as well as in front of their invited guests during schoolwide celebrations. The NYS Science and NYS Social Studies section of Assessment and Analysis has not been filled out as our 8th grade students do not take these two exams as they take NYS Regents Exams in Living Environment and Integrated Algebra I CCLS. All other data pertaining to the present middle school and high school ELL's has been documented and included in the designated areas within the LAP.

Part VI: LAP Assurances

School Name: H.S for Medical Science

School DBN: 09x413

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Quintana	Principal		10/30/13
Shirley Ithier	Assistant Principal		10/30/13
Antonio Melendez	Parent Coordinator		10/30/13
Illiannette Cirino	ESL Teacher		10/30/13
Victor Quarshie	Parent		10/30/13
Cesar Florez	Teacher/Subject Area		10/30/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lynette Ortiz	Guidance Counselor		10/30/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X413 School Name: The High School for Medical Science

Cluster: 5 Network: 536

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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