



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HEALTH OPPORTUNITIES HIGH SCHOOL
DBN (i.e. 01M001): 07X670
Principal: JULIE MCHEDLISHVILI
Principal Email: JMCHEDLISHVILI@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: ADA CORDOVA

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
Julie Mchedlishvili	*Principal or Designee	
Frank Georgiadis	*UFT Chapter Leader or Designee	
Sara Ramirez	*PA/PTA President or Designated Co-President	
Sandra Barrett	DC 37 Representative, if applicable	
Christopher Peralta	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gladys Caro	Member/ Elected Parent	
Sandra Lopez	Member/ Elected Parent	
Monica Caceres	Member/ Elected Parent	
Ramon Cabrera	Member/ Elected UFT	
Nodia Chambers	Member/ Elected UFT	
Maria Cedeno	Member/ Elected UFT	
Elizabeth Jimenez	Member/ Elected Parent	
Juana Gonzales	Member/ Elected Parent	
Kimberlyn Nkryeh	Member/ Student Representative	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 the Integrated Algebra Regents Passing Rate of Cohort 2017 students sitting the exam for the first time will increase by 5%.

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 student population of cohort 2017 entered our school with 43 on level 1, 73 on level 2, 38 on level 3 and 12 on level four. These scores reflect the data of their seventh grade Math State Test. As a result of the new Common Core State Test in Math there was a major drop in the students' Math levels and cohort 2017 students actually came to us with levels one or two only. With the implementation of the new Common Core Integrated Algebra Curriculum which will introduced the first Integrated Algebra Common Core Regents State Test it is very vital that these students be equipped with the skills and knowledge to be successful on both the old and new Regents Exam. Out of the 166 incoming 9th graders 21 are designated as English Language Learners and 31 are Special Education. Last year 9th grade class had a passing rate of 45% (69 out of the 154 9th graders sitting the exam for the first time). This data has identified a trend that indicates that cohort 2017 will need additional help in the application of the Mathematical content and more time dedicated to learning and applying the knowledge taught/learned in order to achieve academic success on both Integrated Algebra Regents Exam. To this end the stated goal was formulated to promote growth and achievement among 9th graders sitting the exam for the first time.

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. Students of cohort 2017 will be scheduled and given a diagnostic test during May-June 2013 to determine their Mathematical levels and to identify strengths and weaknesses. Summer Bridge Program (students will be given Math) will be offered to students to help assimilate them into high school and to build/ improve their Mathematical skills.
2. Students will be placed in two, three, four semesters depending on their scores on the diagnostic as well as their State scores. Elements of Algebra will be given as an additional class to the students in the three and four semesters to provide additional instructional time in Math as well as to offer students the opportunity to improve on their Mathematical skills.
3. Classes will be offered on Monday to give students additional assistance to improve and strengthen their Mathematical skills as well as to teach them test taking strategies. Every six weeks during each semester interim assessment made by the teachers and administration will be given to track students' progress. These results will be used to drive classroom and/or targeted instruction as well as generate student data.
4. Saturday classes will be offered in Integrated Algebra to give additional support for students who are not successful during regular classes and need further support to achieve academically in Math. Students who are academically successful and students who are consistently improving will be recognized each marking period publicly and will be given small tokens to celebrate their accomplishments. Teachers will also be assigned students who they will tutor during targeted interventions on Tuesdays and Thursdays.
5. Students will be given a mock regents exam in April that will assess their readiness for the June Regents exam.

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

1. Teachers and Assistant Principal will create, administer and correct the diagnostic test. Students will be provided with a scientific calculator.
2. We will liaison with school based organization Liberty Partnership to offer the Summer Bridge Program for the incoming 9th graders. We offer a 1 hour class on Mondays after school for students who need additional instruction in order to learn and apply the content taught. One teacher will be needed.
3. Teachers and the Assistant Principal will create spacing guide for the two, three and four semester's track of Integrated Algebra. Teachers and Assistant principal will create a new curriculum for a new Math course called Elements of Algebra. We will purchase Periodic Assessment. Teachers and administration will administer Period Assessment as "mock" regents.
4. Teachers and Assistant Principal will create Interim Assessment Test and these will be analyzed in order to develop an action plan to

address the deficiencies revealed. Teachers will be needed to teach Saturday classes as well as school aids will be used to mail letters home and to call parents notifying them of the classes. These classes will be provided through Liberty Partnership. Constant and open dialogue has to be maintained in order to ensure the smooth operation of the program. At the end of each marking period the Assistant Principal will make adjustments to teachers 9th period roster by adding students who have been recommended by teachers for targeted intervention.

5. Teachers and community based organization will be asked to donate tokens that will be used to give students as encouragement for improvement. The Assistant Principal will update the bulletin board to reflect the student of the month for the individual teachers' class period.

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

1. Math teachers will meet during their common planning time and evaluate and analyze the interim assessment as well as to collaborate on the progress of the students in the Integrated Algebra class since teachers may be teaching the same students.
2. Teachers will also be supplying the after school teacher as well as the Saturday school teacher with data as well as information on what should be the focus of these classes on a weekly basis.
3. The Assistant Principal and the Math teachers will evaluate and monitor the progress, effectiveness and impact of the strategies.
4. The principal will be used as an alternative outside consultant along with the network achievement coach who will give feedback on our strategies and action plan.
5. Data specialist will analyze data.

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

1. May 1, 2013 teachers and Assistant Principal will review the grade 8th grade curriculum and create a diagnostic test that will be administered on Saturdays during the month of May and June 2013.
2. By August 16, 2013 all diagnostic tests should be graded and analyzed.
3. Tutoring and Saturday class will begin in December 2013.
4. Evaluation of the strategies will be ongoing however a major mid-year evaluation will take place at the end of the first semester (February 2014.)
5. The end of year evaluation will take place on June 24, 2014 where we will review the data of the students' performance on both the Regents exams as well as the Math finals for the students who are on three and four semester track.

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

1. The students attendance need to be 90% or higher to ensure that they are present in order to participate and learn the content so that the strategies can be beneficial to them.
2. How to consistently modify the instruction and utilize resources that will provide multiple entry points for all students.
3. To update the targeted intervention roster of the teachers to ensure that the students are being given tutoring who are in need of it.
4. We will create a common planning time for Math teachers where they can meet together at the same time to collaborate on the strategies.
5. Students schedule will have to be reviewed periodically to ensure that they are placed in the correct Math track.

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).

- Online grade book (Jupiter Grades) purchased with software funds in which students and parents receive their own private pass codes so that they are able to access their children's grades on a regular basis.
- Parents of failing students of Mathematics will receive in the mail a student plan for success (created by the teachers) that will help them to be aware of the strategies that are being enlisted to help students to succeed academically so that they can be active participants in this process.
- Parents receive monthly newsletters informing them of school events, school progress, student achievements as well as any special programs or activities that are offered.
- Parents will also be invited to celebrate with their students at ceremonies that acknowledge their children's accomplishments.

Parent coordinator serves as the liaison between the school community and the parents. Our Parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Teams and then turn keys the information for the parents together with the P.A. President during the P.A. meetings. In addition, the Parent Coordinator is always seeking for events and programs that will engage parents in the school community.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, the school wide English Language Arts Regents Passing Rate will increase by 5%, including students with disabilities who meet their IEP safety net.

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.

According to the most recent data from STARS, there are 3 students in Cohort 2013, 38 students in Cohort 2014, and 161 students in Cohort 2015 (programmed in the classes ending in the ELA Regents in June) that need to pass the Comprehensive English Regents by the end of the 2013-2014 school year. Of the 3 students in Cohort 2013, one student with disabilities scored between a 55 and a 64 and met their IEP safety net. Of the 38 students in Cohort 2014, one student with disabilities scored between a 55 and a 64 and met their IEP safety net. Absenteeism was also a factor affecting Cohort 2014. Based on the interventions the school has put in place, for students retaking the exam and taking the exam for the first time we expect a 5% increase in the passing rate on the ELA 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

1. All Cohort 2013 and 2014 students including English Language Learners and Students with Disabilities who did not achieve a passing grade on the ELA Regents and/or did not earn credit for their English class in June 2013 will repeat the course and retake the exam in the Summer.
2. All Cohort 2013 and 2014 students including English Language Learners and Students with Disabilities who did not achieve a passing grade on the ELA Regents and/or did not earn credit for their English class in June 2013 or August 2013 will repeat the course, receive targeted academic intervention (boot camp) during 9th period, and retake the exam until they achieve a passing grade. Students in Cohort 2015 that have historically struggled with ELA will also receive targeted academic intervention during 9th period.
3. Interim Assessments will be administered every six weeks. The Interim Assessments reflect the format and content of the Comprehensive English Regents Exam. The ELA teachers meet daily and the ESL as well as the Special Education teacher meets with the ELA teachers twice weekly to work on curriculum mapping and unit planning and discuss strategies to improve students' results on Interim Assessments.
4. ELA teachers will meet on a daily basis during common planning time and focus on developing strategies to improve reading comprehension, vocabulary building, as well as essay writing and embed them within their lessons.
5. All Cohort 2013 and 2014 students, including English Language Learners and Students with Disabilities, who failed the Regents in June 2013 will also be offered and receive small group instruction during Saturday Academy.
6. Professional Development in Universal Design for Learning to increase engagement and Depth of Knowledge to increase rigor.

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

1. Guidance Counselors will program students accordingly; Summer school teachers will work closely with students.
2. Guidance Counselors will program students accordingly; ELA, ESL, and Special Education teachers will work closely with students after school.
3. ELA, ESL, Special Education Teacher teams
4. ELA, ESL, Special Education Teacher teams
5. ELA Teacher

6. CFN 206 Achievement Coach, ELA, ESL, Special Education Teacher teams

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

1. August 2013 ELA Regents results and ELA credit accumulation.
2. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2013/2014 and in June for Cohort 2015 as well as Cohorts 2013/2014, if necessary.
3. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2013/2014 and in June for Cohort 2015 as well as Cohorts 2013/2014, if necessary.
4. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2013/2014 and in June for Cohort 2015 as well as Cohorts 2013/2014, if necessary
5. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2013/2014 and in June for Cohort 2015 as well as Cohorts 2013/2014, if necessary
6. Beginning in September 2013 and ending June 2014, ELA, ESL, and Special Education teachers will be involved in intensive planning and modification using the UDL format to accommodate our diverse population of learners. Teachers will share modified lesson plans and strategies during the “best practices share out” during professional development sessions every month.

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

1. July and August of 2013, Monday – Thursday.
2. September 2013 – June 2014, twice a week.
3. September 2013 – June 2014, every six weeks.
4. September 2013 – June 2014, daily.
5. December 2013- June 2014, once a week
6. September 2013 – June 2014, monthly.

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

1. Per Session daily rate for summer school teachers.
2. No cost associated with this activity.
3. No cost associated with this activity
4. No cost associated with this activity.
5. Hostos College Liberty Partnership provides funding for this activity.
6. No cost associated with this activity

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).

- The Guidance department and Cohort Administrator will conduct regular one to one and/or group meetings with parents to discuss their children's progress and reinforce the importance of the ELA Regents exams for a successful graduation.
- Parent Coordinator will conduct meetings with groups of parents and teachers to discuss the study skills students will need to improve their exam results and how parents can reinforce them at home.
- Parent Association in collaboration with School Leadership Team will conduct monthly meetings and professional development sessions to inform parents about the skills students need in order to improve their results on the exams, successfully graduate and achieve their career and/or college preparedness.
- The online grade book, purchased with software funds, is utilized in order for parents access their children's grades on a regular basis.
- Parents will receive monthly newsletters informing them of school vents, school progress, student achievements as well as any special programs or activities that are offered.
- Parent Coordinator serves as the liaison between the school community and the parents. Our parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Team meetings and then turn keys the information for the parents together with the P.A. President during the

P.A. meetings. In addition, the parent coordinator is always seeking for events and programs that will engage parents in the school community.

- Three Parental Breakfasts are conducted three times during the year to inform parents about the College and Career Readiness and overall learning engagement.
- Family Summit is conducted once year to celebrate parents whose children made major improvements in their attendance and/or academic careers.
- The Parent Association in collaboration with ENACT! Will conducts quarterly meetings and professional development sessions to inform parents about the skills students need to succeed in school.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the United States History Regents passing rate of Cohort 2016 students, including students with disabilities and English Language Learners, who failed the exam, will increase by 5%.

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.

- Based on the most recent RCOS Cohort 2016 report for United States History, 103 students need to pass the United States History Regents. Based on the interventions the school has put in place, we expect 10 students (10%) to successfully pass the United States History Regents Exam.
- We believe that these 10 students will be successful because they attend school on daily basis, are taking full advantage of targeted intervention and are applying themselves in a manner that leads us to believe they will be successful.

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. The 9th graders who failed the United States History Exam in June 2013 will attend summer school and/or repeat the course.
2. The 9th graders who failed the Regents in June 2013 will also receive targeted small group instruction twice per week for 50 minutes every Tuesday and Thursday from September 2013 – June 2014.
3. United States History teachers will meet on the daily basis during common planning time and focus on developing strategies to improve reading comprehension and building vocabulary to help students with the content comprehension.
4. Interim assessments will be administered every six weeks. Interim assessments are administered every six weeks. Interim assessments reflect the format and content of United States History Regents Exams. United States History teachers meet daily to work on curriculum mapping and unit planning and discuss strategies to improve students' results on Interim Assessments.
5. The current 10th graders will be registered for The American Presidents class which meets every day. Students will be working on the curriculum mapping and unit planning, and discuss strategies to improve strategies to improve students' results on Interim Assessments.
6. Universal Design for Learning: Multiple means of Engagement by providing options for recruiting interested by increasing individual choice and autonomy, enhancing relevance, value, and authenticity.
7. The 9th graders who failed the Regents in June 2013 will also receive small group instruction during Saturday Academy.

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

1. Summer school teachers for United States History will work with students during Summer School.
2. All United States History teachers will work with students after school.
3. Social Studies teacher team.

4. Social Studies teacher team.
5. United States History teacher.
6. Special Education teacher team and Integrated Co-teachers in United States History.
7. United States History teachers

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

1. August 2013 results in United States History Regents Exam.
2. Internal assessments results every three weeks. January and June 2014 results in United States History Regents Exam.
3. Teachers will share the curriculums, resources and strategies on www.hopschool.com, internal website and every month during the whole-faculty professional development sessions.
4. The data specialist will conduct an analysis of the results of the internal assessments as compared to the external assessments (Regents results) to evaluate the alignment between the internal and external assessment data with a target of no more than a 10% deviation in the scoring alignment.
5. June 2014 results in United States History Regents Exams.
6. Beginning in September 2013 and ending June 2014, Social Studies teachers will involve in intensive planning and modification using UDL format to accommodate diverse population of learners. Teachers will share modified lesson plans and strategies during the “best practices share out” professional development sessions every month.
7. Internal assessments results every three weeks. January and June 2014 results in the United States History Regents Exam.

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

1. July and August of 2013, every day, Monday – Thursday.
2. September 2013 – June 2014, twice a week.
3. September 2013-June 2014, every day.
4. October 2013 – May 2014, every six weeks.
5. February 2014 – June 2014, every day.
6. September 2013-June 2014, modifications of lessons will be made on the daily basis.
7. December 2013- June 2014, once a week.

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

1. PS daily rate for summer school teachers.
2. No cost associated with this activity.
3. Common Planning time every day allows teachers to hold regular meetings.
4. No cost associated with this activity.
5. No cost associated with tis activity.
6. Children First Network Achievement Coach provides professional development.
7. Hostos College Liberty Partnership provides funding for this activity.

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).

- Guidance department conducts regular 1:1 group meetings with parents to discuss their children progress and reinforce the importance of the United States History Regents exam for successful graduation.
- Parent-coordinator conducts meetings with groups of parents and teachers to educate teachers about the study skills students need to enhance at home to improve their exam results.
- Parent Association in collaboration with School Leadership Team conducts monthly meetings and professional development sessions to inform parents about the skills students need to improve the results on the exams, successfully graduate and to achieve career and /or college preparedness.
- Online grade book purchased with software funds in which parents receive their pass codes so that they are able to access their children’s grades on a regular basis.
- Parents receive monthly newsletters informing them of school vents, school progress, student achievements as well as any special programs or activities that are offered.
- Parent Coordinator serves as the liaison between the school community and the parents. Our parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Team meetings and then turn keys the information for the parents together with the P.A. President during the

P.A. meetings. In addition, the parent coordinator is always seeking for events and programs that will engage parents in the school community.

- Three Parental Breakfasts are conducted three times during the year to inform parents about the College and Career Readiness and overall learning engagement.
- Family Summit is conducted once year to celebrate parents whose children made major improvements in their attendance and/or academic careers.
- Parent Association in collaboration with ENACT! Conducts quarterly meetings and professional development sessions to inform parents about the skills students need to succeed in school.

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 #4

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

Annual Goal #4

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

By June 2014, 10% of teachers will effectively utilize 21st century tools for educational communication and collaboration, with an emphasis on problem solving, critical thinking, information technology and self-direction, to prepare students for college and careers in the global economy.

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.

Students use technology on a daily basis for various reasons. Many of the tools that they use to do homework, complete tasks and study are technology based. Upon observation of classroom practices, it is evident that many teachers are not using technology in their classrooms. 30% of teachers surveyed in June 2013 said that they wanted more training in using technology in the classroom. 94% of teachers surveyed in September 2013 stated that they would like to use more technology in their classroom, but either don't know how to or need to learn more about it.

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. Teachers will be divided into groups according to the level of need of professional development in technology.
2. A series of professional development workshops will be purchased to assist teachers in using smart technology in their classrooms.
3. Teachers will be required to inter-visit with their colleagues who frequently and successfully include technology in their lessons.
4. All technology equipment will be maintained, updated and repaired as needed.
5. Smart lessons software will be purchased for teachers to incorporate into their lessons.

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

1. All Department Supervisors will organize the teachers into their groups.
2. Principal and Assistant Principal of Organization will select the workshops. School Purchasing Secretary will complete the purchase. Administrators will look for implementation of learned strategies during classroom observations.
3. Department Supervisors and teachers will set-up visits during common planning times.
4. Teachers will identify any equipment needs or problems to the Assistant Principal of Organization. The APO will work with the Computer Technology Specialist to fulfill all requests.
5. Administrators will select the software and School Purchasing Secretary will complete the purchases.

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

1. Teachers are grouped according to the responses given in their surveys.
2. All workshops take place during the scheduled days and time and teachers are in attendance during their scheduled workshop days. Strategies learned will be incorporated into lessons and observed by supervisors during classroom visits.

3. Inter-visits will be logged into a template, signed by both teachers and discussed during common planning time with department supervisors.
 4. All requests are opened and submitted via our website and marked closed within the system once they are fulfilled. Time stamps from beginning to end will be monitored to ensure timely fulfillment of requests.
 5. Evidence of software use will be looked for during classroom observations.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-December 2013.
 2. September 2013-June 2013.
 3. September 2013-June 2013.
 4. September 2013-June 2013
 5. September 2013-June 2013.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Microsoft excel will be used to create a spreadsheet to set up teacher groups.
 2. Meetings will be set up with vendors to discuss services and see which one is best fit for the needs of our staff. Professional development funds will be used to pay for the workshops.
 3. If needed, teachers will be provided with a class coverage to provide them with time to visit their colleagues' classroom. Per Diem funds will be used to pay for the coverage.
 4. Use of school website to serve as a platform for technology requests to be submitted by teachers.
 5. Vendors will be contacted for samples of the smart board capable lessons software that they offer. Software funds will be used to purchase the software for the smart board lessons.

Strategies to Increase Parental Involvement

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

Parents will receive monthly newsletters informing them of school events, school progress, student achievements as well as any special programs or activities that are offered.

Budget and Resource Alignment

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

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

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

Microsoft Technology Software Voucher

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.

By June 2014, the Living Environment Regents passing rate of Cohort 2016 students, including students with disabilities and English Language Learners, who failed the exam, will increase by 5%.

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.

- Based on the most recent RCOS Cohort 2016 report for Living Environment, 103 students need to pass the Living Environment Regents. Based on the interventions the school has put in place, we expect 10 students (10%) to successfully pass the Living Environment Regents Exam.

We believe that these 10 students will be successful because they attend school on daily basis, are taking full advantage of targeted intervention and are applying themselves in a manner that leads us to believe they will be successful.

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. The 9th graders who failed the Living Environment Regents Exam in June 2013 will attend summer school and/or repeat the course.
2. The 9th graders who failed the Regents in June 2013 will also receive targeted small group instruction twice per week for 50 minutes every Tuesday and Thursday from September 2013 – June 2014.
3. Living Environment teachers will meet on the daily basis during common planning time and focus on developing strategies to improve reading comprehension and building vocabulary to help students with the content comprehension.
4. Interim assessments will be administered every six weeks. Interim assessments are administered every six weeks. Interim assessments reflect the format and content of Living Environment. Living Environment teachers meet daily to work on curriculum mapping and unit planning and discuss strategies to improve students' results on Interim Assessments.
5. Universal Design for Learning: Multiple means of Engagement by providing options for recruiting interested by increasing individual choice and autonomy, enhancing relevance, value, and authenticity.
6. The 9th graders who failed the Regents in June 2013 will also receive small group instruction during Saturday Academy.

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

1. Summer school teachers for Living Environment will work with students during Summer School.
2. All Living Environment teachers will work with students after school.
3. Science teacher team.
4. Science teacher team.
5. Special Education teacher team and Integrated Co-teachers in Living Environment.
6. Living Environment teachers

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

1. August 2013 results in Living Environment Regents Exams.
2. Internal assessments results every three weeks. January and June 2014 results in Living Environment Regents Exams.
3. Teachers will share the curriculums, resources and strategies on www.hopschool.com, internal website and every month during the whole-faculty professional development sessions.
4. The data specialist will conduct an analysis of the results of the internal assessments as compared to the external assessments (Regents results) to evaluate the alignment between the internal and external assessment data with a target of no more than a 10% deviation in the scoring alignment.
5. Beginning in September 2013 and ending June 2014, Living Environment teachers will involve in intensive planning and modification using UDL format to accommodate diverse population of learners. Teachers will share modified lesson plans and strategies during the “best practices share out” professional development sessions every month.
6. Internal assessments results every three weeks. January and June 2014 results in the Living Environment Regents Exam.

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

1. July and August of 2013, every day, Monday – Thursday.
2. September 2013 – June 2014, twice a week.
3. September 2013-June 2014, every day.
4. October 2013 – May 2014, every six weeks.
5. September 2013-June 2014, modifications of lessons will be made on the daily basis.
6. December 2013- June 2014, once a week.

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

1. PS daily rate for summer school teachers.
2. No cost associated with this activity.
3. Common Planning time every day allows teachers to hold regular meetings.
4. No cost associated with this activity.
5. Children First Network Achievement Coach provides professional development.
6. Hostos College Liberty Partnership provides funding for this activity.

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).

- Guidance department conducts regular 1:1 group meetings with parents to discuss their children progress and reinforce the importance of the Living Environment

Regents exam for successful graduation.

- Parent-coordinator conducts meetings with groups of parents and teachers to educate teachers about the study skills students need to enhance at home to improve their exam results.
- Parent Association in collaboration with School Leadership Team conducts monthly meetings and professional development sessions to inform parents about the skills students need to improve the results on the exams, successfully graduate and to achieve career and /or college preparedness.
- Online grade book purchased with software funds in which parents receive their pass codes so that they are able to access their children’s grades on a regular basis.
- Parents receive monthly newsletters informing them of school vents, school progress, student achievements as well as any special programs or activities that are offered.
- Parent Coordinator serves as the liaison between the school community and the parents. Our parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Team meetings and then turn keys the information for the parents together with the P.A. President during the P.A. meetings. In addition, the parent coordinator is always seeking for events and programs that will engage parents in the school community.
- Three Parental Breakfasts are conducted three times during the year to inform parents about the College and Career Readiness and overall learning engagement.
- Family Summit is conducted once year to celebrate parents whose children made major improvements in their attendance and/or academic careers.
- Parent Association in collaboration with ENACT! Conducts quarterly meetings and professional development sessions to inform parents about the skills students need to succeed in school.

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.											

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	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Twice a week after school
Mathematics	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Foundations course for incoming 9 th grade students who score 1 or 2 on 8 th grade Math state assessment Peer tutoring	During and after the school day Twice a week after school Every day during the school day Twice a week after school
Science	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Twice a week after school
Social Studies	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Twice a week after school
At-risk services (e.g. provided by the Guidance Counselor, School)	Counseling, mentoring, peer-mentoring	Group counseling sessions One-on-one counseling sessions	Every day Every day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.
Interviews are set up with prospective staff that fulfills all licensing requirements. Teaching assignments are arranged according to areas of teacher strength. In order to ensure our staff is highly qualified, ongoing professional development sessions are held throughout the year and are based on staff need.

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).
Every week, two hours are dedicated for whole staff professional development. During this time, strategies for meeting Common Core Standards are introduced and best practices are shared. In addition, teachers meet on a daily basis by department to plan together along with their department supervisor.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are set aside and used to provide students with items needed to complete their class work. Students are provided with back packs, folders, notebooks, pens, pencils, highlighters, school uniform shirts and, whenever necessary, admission fees for school trips.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet daily with an administrator in the common planning time to discuss the needs of students and work together to determine appropriate assessments. During professional development teachers are shown how to use specific software to analyze assessments results and create action plans.

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, Health Opportunities High 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;

Health Opportunities High 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;

Health Opportunities High 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

Health Opportunities High School is 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 07	Borough Bronx	School Number 670
School Name Health Opportunities High School		

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 Julie Mchedlishvili	Assistant Principal Linda Oconnor
Coach N/A	Coach N/A
ESL Teacher Adrian Vazquez	Guidance Counselor Inez Ramos
Teacher/Subject Area Alexandra Balant/ELA	Parent Sara Ramirez
Teacher/Subject Area Sarah Knotts/Special Ed.	Parent Coordinator Keyla Familia
Related Service Provider Dorline Jean	Other Sandra Haydak/ counselor
Network Leader(Only if working with the LAP team) Kristen O'Brien	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	601	Total number of ELLs	64	ELLs as share of total student population (%)	10.65%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										32	19	5	8	64
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	32	19	5	8	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	21
SIFE	3	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	37

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	16	3	3	11		5	37		13	64
Total	16	3	3	11	0	5	37	0	13	64

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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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										29	14	5	7	55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	4		1	7
TOTAL	0	0	0	0	0	0	0	0	0	32	19	5	8	64

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)										6	4			10

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)										14	2	1	2	19
Advanced (A)										11	14	4	6	35
Total	0	0	0	0	0	0	0	0	0	31	20	5	8	64

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		3	
Integrated Algebra	23	8	5	
Geometry	7		1	
Algebra 2/Trigonometry	0		0	
Math				
Biology				
Chemistry	1		0	
Earth Science	5		0	
Living Environment	14	5	4	
Physics				
Global History and Geography	2	5	1	
US History and Government	17	21	3	1
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. HOP uses the NYSESLAT, Scantron, Acuity and teacher-made assessment to assess the literacy skills of our ELLs. This data informs us that students struggle with comprehending tier two and three vocabulary. In addition, they struggle with inferencing and drawing conclusions. In their writing, they have difficulty supporting claims with sufficient evidence. This tells us that we need to a) intensify vocabulary instruction across the curriculum and require students to use the vocabulary in their writing and speaking, b) do more frequent modeling of and practice with inferencing, and c) model strong writing and require more writing from students across the curriculum.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade a majority have become proficient in those modalities. However, they are slower to gain proficiency reading and writing. In the 9th grade they range evenly from beginning to advanced proficiency while in the 10th and 11th grades they plateau at the advanced proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 3. Since students are making the least/slowest gains in reading and writing based on the RLAT, they will receive more intensive reading and writing instruction in ESL and ELA courses. In addition, content teachers will provide reading and writing scaffolds. Students will also be assessed periodically on scantron performance series and said data will influence instruction on reading comprehension and ELA.
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?
 4. For the free-standing model: ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade a majority have become proficient in those modalities. However, they are slower to gain proficiency reading and writing. In the 9th grade they range evenly from beginning to advanced proficiency while in the 10th and 11th grades they plateau at the advanced proficiency level. Students take all content area exams in English, and although regents exams are available in most of our students' native languages, 99% choose to take the exams in English and have a copy in their native language for reference.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?

Scaffolding, front-loading of vocabulary, shades of meaning, Bloom's Taxonomy, question-answer relationship (QAR), graphic organizers, leveled questions, and other strategies are used in instructional decisions in regards to ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 8. We evaluate the success of our ELLs by whether they make adequate yearly progress on the NYSESLAT, by their regents passing rates and by graduation rates. In addition, we consider whether they are becoming acclimated to school culture.

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](#).)
 1. The initial identification of a student, on the high school level, who may be an ELL begins when they arrive at the enrollment center. However, when there is a possibility that a student may be an ELL they are taken to the parent coordinator's office and the ESL certified Administrator is called immediately who then meets with the pupil personnel secretary to check on ATS and see if the student was previously administered the HLIS, LAB-R or the NYSESLAT. Within 10 school days, the parent and the student are given an informal interview by the ESL administrator or the ESL teacher in English and in their Native Language (if assistance is needed to complete interview in Native Language the Translation department is contacted for assistance). During the interview the Home Language Identification Survey (HLIS) is explained. After they have completed the Home Language Identification Survey has been completed it is reviewed and if the home language is English, the student receives a general education program. If the home language is a language other than English but the student's primary language is English the student receives a general education program. If the student speaks a language other than English and speaks little or no English they require an initial assessment. The ESL teacher administers the Language Assessment Battery- Revised (LAB-R) to the student. If the student scores Proficient he/she receives a general education program. If the student scores at Beginning, Intermediate, or Advanced Level the student is considered an ELL and receives an appropriate program that includes their mandates. Students will continue to receive their mandates dictated by the LAB-R until they are reassessed in the spring via the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores Proficient he/she will receive a general education program in the fall but will continue to receive their accommodations for two years following the termination of service. If the student scores at Beginning, Intermediate, or Advanced Level the student will continue to receive their mandated service as per their proficiency level.
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.
 2. Within ten days after it is determined that a student has limited English proficiency The ESL administrator or the ESL teacher together with the parent coordinator and a translator, if needed, meet with the parent to explain the three program choices:
 - a. English as a Second Language (ESL) Programs
 - i. Free-standing English as a Second Language Program (English only)
 1. Pull-out: ELL students spend most of their day in a mainstream English classroom and an ESL teacher removes the ELL students from their regular classroom to ESL instruction
 2. Push-in: ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning"
 - ii. Self-Contained ESL classes: ELL students receive all academic instruction during the school day in English as well as receive ESL instruction for three periods for beginners (540 min), two periods for intermediates (360 min), or one period for advanced (180) with the inclusion of and ELA class per day.
 - b. Transitional Bilingual Education (TBE) Programs: Academic instruction is in both English and the native language.
 - c. Dual Language (DL)/Two Way Programs): Academic instruction during the school day is 50 percent in English and 50 percent in another language.

The legal responsibilities of schools to educate English Language Learner (ELL) students is also explained to the parents and they are made aware of the ASPIRA Consent Decree which mandates that all Spanish-dominant ELLs are entitled to a transitional bilingual education or ESL services and that the Lau Compliance Plan entitles students to bilingual and ESL services if they speak languages other than English and Spanish, and are not proficient in English. They are also made aware that in New York City, on the high school level when there are 20 students in the same grade who speak the same language a bilingual class must be established but if there is an insufficient number of students to form a bilingual class, the school must provide a transfer option to another school that has a bilingual program. If parents decide against enrolling their children in the bilingual program, in other words, "opt out" of the program, their children are placed in a Free-standing ESL (English only) program.

In addition to the explanation the three programs the parents are shown the video from the Office of English Language Learners to

further clarify the services available.

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 [\[see tool kit\]](#).)
3. To ensure that that our school receives the entitlement letter, parent survey, and program selection form are returned arrangements are made on the day when the program choices are explained. After all the programs have been explained the parents fill out the necessary paper work in the parent coordinator's office (with translation assistance, if needed) where it is collected.
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.
4. Once the student has been identified as an ELL and the LAB-R has been administered as well as graded, the results are used to determine the amount of ESL units necessary to comply with their mandate (Beginner → 3 units of 540 minutes per week, Intermediate → 2 units of 360 minutes per week, Advanced → 1 unit plus of 180 minutes per week and 1 unit of ELA). The student is assigned a guidance counselor that reviews their transcripts (if any) to determine their grade as well as the classes needed to fulfill their graduation requirements and then a program is created that includes their ESL mandate, academic classes (Mathematics, Science, History, etc.), Physical Education, and electives (if appropriate). That same day the guidance counselor together with the parent coordinator meet with the parent and the student to discuss the school, their program/schedule, rules/policies, any concerns, Jupiter grades (parent's method to track their child's progress), and any targeted instruction that may be necessary to support the student. Information is collected and given to foster communication, a school tour is given, and an appointment is arranged to further discuss program choices available to the parent and student.
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 ESL teacher administers the speaking section of the NYSESLAT individually to each student. The reading, writing, and listening sections are administered to the students in a group setting. The writing and speaking sections are scored by a team of teachers which does not include the ESL teacher or the students' ELA teacher. Administration of the NYSESLAT takes about four to five weeks to complete.
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. 
6. As a trend, the majority of parents have chosen an ESL program rather than a dual-language program. For 2010-2011 academic year, 3 students wanted a bilingual Spanish program and 2 students wanted a bilingual French program out of 41 ELLs. Yes, the majority choose an ESL program over bilingual or dual-language programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
1. Instruction is delivered via an ESL self-contained organizational program model. The program models for Beginner and Intermediate students are heterogeneous in both grade as well as proficiency level whereas the advanced students follow homogeneous proficiency level ungraded model.
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)?

2. A student has approximately eight periods a day on their schedule, each period is approximately 45 minutes. Our school uses an ESL self-contained model and ELL students' programs reflect their mandates in the form of periods in which they receive ESL services. A beginner ELL has three periods (out of eight) of ESL classes included in their program aside from their other content area classes, an intermediate ELL has two periods reflected on their schedule, and an advanced ELL has one period of ESL instruction plus one period of English.

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.

Due to the nature of our program model (self contained ESL) content area instruction a delivered in English with an emphasis on front loading vocabulary and using visuals to support the language learning process.

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

All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the LAB-R must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

6. Differentiating instructions to ELL subgroups is important in order to address the diverse academic needs of each individual student. Students in various ELL subgroups require differentiation in their instructional plans that accommodate their specific intellectual needs.

a. SIFE students require a comprehensive approach that builds on the student's existing ways of learning and communicating. Scaffolding strategies such as modeling language, bridging information and expanding prior knowledge, contextualizing new concepts with a sensory environment, and increasing metacognitive development assist SIFEs during their transition into English Language instructions. These scaffolding strategies are temporary and should be dissociated at a time when they are no longer necessary. The use of cognates from a students' native language to English also helps increase vocabulary and language comprehension skills.

b. ELL students with less than three years in US schools require instructional plans that focus on their limited or restrictive English Language skills. Strategies such as increasing vocabulary and identifying sight words, effectively reiterating grammatical rules and

principles of the English Language, guided practice, expanding critical reading skills and providing native language support supplements ESL approaches to those students with limited English proficiency. Pairing newcomers amid students with higher English Language proficiency levels and students that share their native language helps students learn from one another. This strategy provides peer mentoring opportunities for both newcomers and higher language proficient students. Also, encouraging verbal communication in English, modeling the proper use of language and grammar, and strengthening reading fluency are also essential for newcomer ESL students.

c. ELL students receiving service 4 to 6 years frequently require assistance concerning the improvement of their reading and writing skills. Although these students may encompass adequate basic interpersonal communication skills in English, these students lack cognitive academic language proficiency which is essential for the achievement of a higher education. Stressing language fluency, grammatical, and writing skills are central to the academic success of these students.

d. Long-term ELLs, which have completed 6 years of ESL instruction, require instructional plans that focus on strengthening written communication. Reading comprehension and oral expression are stressed and thoroughly assessed and evaluated.

e. Former ELLs will receive bilingual dictionaries and glossaries when taking Regents exams. These students will also receive time and a half when taking Regents.

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?

7. Teachers of ELL-SWDs use many strategies and data from the performance series, NYSESLAT, and the ELL periodic assessment to accelerate English language development and provide access to academic content areas. ESL teachers continuously communicate with common area and special education teachers to support the students' academic progress outside the ESL classroom. ESL teachers also reinforce grade-level material taught by special education and common core teachers with the use of targeted intervention and additional instruction.

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?

8. In order to accommodate the diverse necessities of ELL-SWDs, teachers differentiate instruction in order to meet the various needs of each student. These differentiations are based on collaborations between the administration, ESL and special education teachers, and common core teachers. In addition to differentiation, our school assists our ELL-SWD students by compiling students' schedules in a manner that best fits their academic needs. Extra support, targeted intervention, and after school programs offer additional opportunities for added academic assistance

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

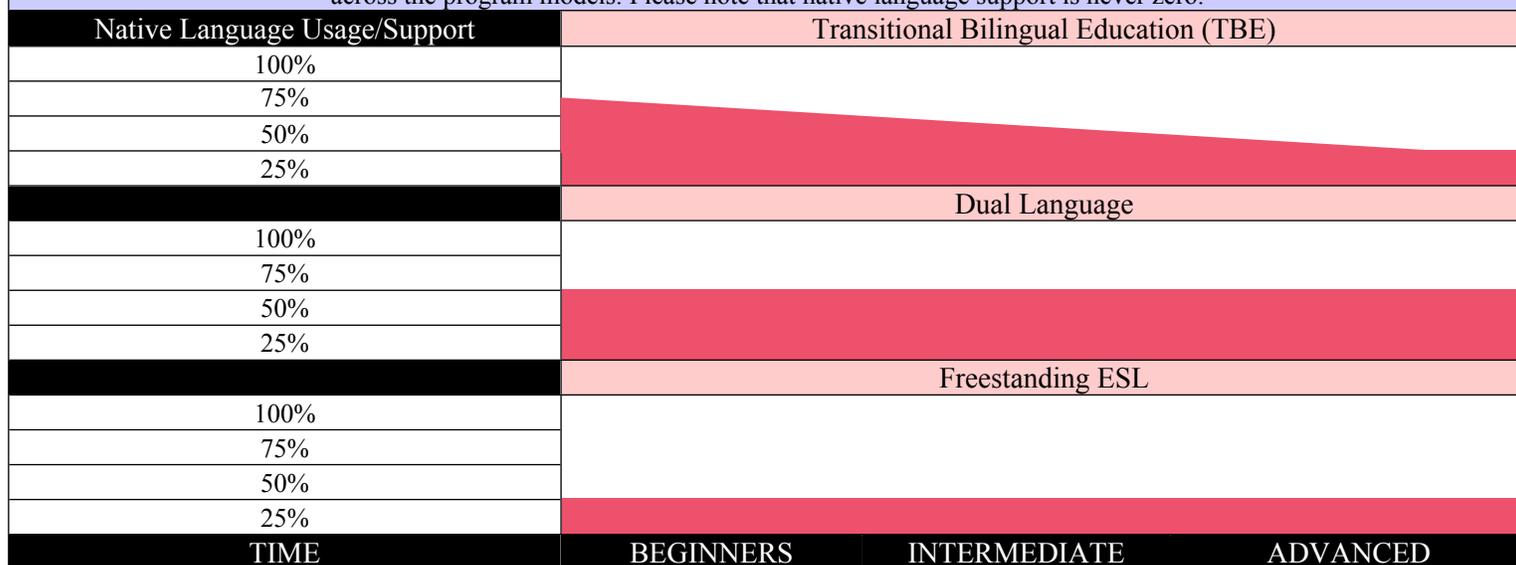
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
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.
9. The ESL teacher, recognizing that many ESL students struggle particularly in Social Studies and Sciences, and is setting up in-class tutorials modeled after AVID tutorials. The students are also offered tutoring from the the LAP team in History, Integrated Algebra, Living Environment, and Earth Science as well as support for those students that also require special education services.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the ESL program is evident based on the passing rates and growth on the NYSESLAT exam.
11. What new programs or improvements will be considered for the upcoming school year?
- For the following school year, students will be programed into an intervention class that targets content area skills which they have not obtained.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
12. All students, without exclusion, are afforded equal access to all school programs. All of our students, including Special Education and ELL students are required to perform volunteer work in the community through our health internship programs. We currently have over twenty partnerships with community organizations and health care facilities. We also encourage our students to take advantage of extra-curricular activities, many of which ore sponsored by our community-based organizations (such as Liberty Partnership and East Side House).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. The ESL teacher models what is to be taught and encourages participation from all the students through hand-on activities as well as other tools that ensure positive interactions. The class is equipped with a laptop cart, video camera, audio books, a smart board, projector, leveled library, charts, maps, and an alternate placement paraprofessional that support the students with disabilities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
14. As per data, the most common language other than English in our school is Spanish. Therefore, students receive Free -standing ESL and native language support is offered ranging from level one to AP Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Students receive academic materials that are rigrous as well as age and grade level appropriate. scaffolding is used to build the students' academic abilities.
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.
- Students who enroll during the school year are partnered with a student who shares their native language that encourages socialization and community support.
18. What language electives are offered to ELLs?
- AP Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. During our Professional Development days, school personnel will work together to identify vocabulary and develop instructional strategies geared towards ELL students. One of our focus groups for this year's Inquiry Team is intermediate ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier two and three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students. In addition, the ELL teacher along with the members of the inquiry team will attend CFN ELL Teacher Series entitled Pathways to Academic English for ELLs workshops for ELL vocabulary acquisition. The team, during professional development, will turn-key what they have learned and share strategies from these workshops with the content-area teachers working with ELLs.

2-3. All ELL personnel participate in workshops and presentations (facilitated by the CFN during professional development days as well as off site offered by the OELL) which include working on building academic language in the content classrooms using strategies by Jeff Zwiers as well as presentations by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance. These workshops offer many practical activities and classroom examples as well as a wide range of tips to help teachers integrate language development into content area instruction and assessments.

4. School personnel, including guidance counselors, are provided workshops and support by the CFN to assist ELLs as they transition into high school. Personnel are also provided with time to case conference and discuss the particular needs of individual students.

All personnel participate in workshops (facilitated by the CFN during professional development days to comply with the ELL training as per Jose P.) which include working on building academic language in the content classrooms using strategies by Jeff Zwiers as well as by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance in the following areas:

- a. Developing an additive approach that builds on students' existing ways of learning and communicating
- b. Modeling and scaffolding language used by content area materials in language arts, history, science and math
- c. Designing effective assessments and lessons with language in mind
- d. Strengthening the intertwining strands of language, literacy, and content learning
- e. Deconstructing "juicy" paragraphs and sentences using Tier II words to learn Tier III vocabulary :

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. ELL parents are highly involved in their children's education at Health Opportunities High School. They participate in school activities, parents' association meetings, School Leadership Team Meeting, various workshops, volunteering, attending school conferences as well as supporting events to enrich their children's learning achievement. The school encourages parents to share their time, skills and talents.
 2. The school provides parents with translation services as well as educational opportunities such GED and ESL classes.
 3. Both quantitative and qualitative approaches are implemented in order to assess parents' needs. These approaches consist of distribution of surveys, meetings held with the administration and LAP team. The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community.
 4. The needs of the parents are addressed by creating professional developments, forums, events, cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. We have determined through our survey that the majority of our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Health Opportunities HS

School DBN: 07X670

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julie Mchedlishvili	Principal		11/1/13
Linda O'Connor	Assistant Principal		11/1/13
Keyla Familia	Parent Coordinator		11/1/13
Adrian Vazquez	ESL Teacher		11/1/13
Sara Ramirez	Parent		11/1/13
Alexandra Balant	Teacher/Subject Area		11/1/13
Sarah Knotts	Teacher/Subject Area		11/1/13
	Coach		1/1/01
	Coach		1/1/01
Inez Ramos	Guidance Counselor		11/1/13
Kristen O'Brien	Network Leader		11/1/13
Sandra Haydak	Other <u>Guidance Counselor</u>		11/1/13
Dorline Jean	Other <u>Service Provider</u>		11/1/13
	Other		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: 07X670 School Name: Health Opportunities High School

Cluster: 02 Network: 206

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.

Health Opportunities High School determines the primary languages spoken by our school community through a variety of practices. First, the Pupil Personnel Secretary, Parent Coordinator, and Assistant Principal review the necessary ATS reports including the RHLA which provides us with an exact breakdown of the home languages. Additionally, during the new student orientations, all incoming ninth graders are provided with and required to complete an emergency contact blue card which includes an area for parents to note their preferred language of communication. Furthermore, before each parental conference throughout the school year each parent or guardian is required to review and update the existing blue card on file before proceeding to speak with their child's teachers and guidance counselors.

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 majority (310) of the (600) families in our school community are English speaking according to our updated ATS records (RHLA) which is shared with the staff. In addition, there are 235 families where Spanish is the identified home language. The remainder of the languages identified included but were not limited to several African as well as Asian languages.

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.

Most relevant information is communicated to the parents via their preferred language with the assistance of the Translation and Interpretation Unit which provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services and occasionally, if necessary, some documents can be translated to Spanish, French, Hindi, and Urdu on site. Furthermore, many of the critical communications that are sent to the parents are centrally produced in the nine most common primary languages.

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.

Staff members complete a language survey and whenever possible act as translators that can be made available on an as needed basis throughout the school year to best serve everyone. Additionally, relevant information is communicated to the parents via their preferred language, if needed, with the assistance of the Translation and Interpretation Unit which provides New York City public schools and offices with an internal resource for accessing written translation and oral interpretation services. At times parents choose to rely on an adult friend or relative for assistance, however, when student achievement and or conduct is being discussed said companion must be an individual over eighteen and may not be enrolled at the school.

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>.

With support from the DOE, we inform parents of their rights regarding translation and available services.
With support from the DOE, we use wall displays and other mechanisms to inform parents of their rights regarding translation services

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Health Opportunities H. S.	DBN: 07X670
Cluster Leader:	Network Leader: Jayne Godlewski
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Health Opportunities' ELL population is quite diverse not only culturally but academically as well. Although it is a given that students are at different ELA proficiency levels and stages of language acquisition they also differ in academic functioning levels which is evident from their NYSESLAT scores. The data indicates that students struggle and/or stall with the reading and the writing sections, respectively, but have shown progress in the listening and speaking sections of the test. Students receive instruction that incorporates the four modalities of the NYSESLAT. The ESL Teacher (Mr. Vazquez) periodically has individual conferences with students, regarding their strengths and weaknesses in relation to the ELA and NYSESLAT Exams as well as their progress in their classes. As a result of the academic needs of our students the school has changed their schedule to allow time on Tuesday and Thursday for at risk students to receive an additional 100 minutes of targeted instruction. During the allotted time the ESL teacher will use various instructional resources such as Scholastic's English 3D, which supports ESL students at all language proficiency stages especially long-term English learners and can be used in Small-Group Instruction to support or extend the learning process after lessons, helping students master the academic language, vocabulary, and grammar they need to reach grade-level standard. English 3D is designed to accelerate language development, ensuring all students are on a path towards college readiness. The Planning Guide offers the teacher an overview of both the lesson and academic language objectives that foster students' development of vocabulary, writing, speaking, and listening skills. A clear scope and sequence supports instruction as students move to more advanced proficiency of language development. In addition, Mr. Vazquez uses Bluford Series novels and other Townsend Press resources such as printed instructor materials, downloadable electronic supplements, and The Online Learning Center. The Online Learning Center offers hundreds of web-based exercises and thousands of practice items to assist in reading fluency and comprehension. Materials and texts from Townsend Press' Bluford Series are utilized to encourage and engage students in reading. Each Bluford novel addresses topics and situations that are relevant and of high interest to students, but presented at a lower reading level for ELLs to build confidence in their reading ability as well as fluency. The Bluford series is meant to promote the joy of reading and help students to develop the levels of reading, writing, and thinking skills that will be need to be successful academically. The series also targets social and emotional issues that may be plaguing them as well as teach students to address these issues appropriately.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Health Opportunities High School has, embedded within their SBO schedule, time for professional development every Wednesday for approximately an hour and a half. The Title III Professional Development program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. There will also be Professional Development on how to prepare English Language Learners to succeed under the common core learning standards. These workshops will be given or facilitated by our network (CFN 206). The ESL teacher will also attend professional development (ELL Professional Development geared to address the many needs of the students and changes made by the Common Core) by Maryann Cucchiara. In addition, Mr. Vazquez will attend monthly professional development facilitated by our CFN and presented by Fay Pall as well as the PD given by the Office of English Language Learners on the NYSESLAT and the LAP.

Part D: Parental Engagement Activities

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

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

Begin description here: ELL parents are highly involved in their children's education at Health Opportunities High School. They participate in school activities, parents' association meetings, School Leadership Team Meeting, various workshops, volunteering, attending school conferences as well as supporting events to enrich their children's learning achievement. The school encourages parents to share their time, skills and talents. The school has provided parents with translation services as well as educational opportunities such GED and ESL classes. Both quantitative and qualitative approaches are implemented in order to assess parents' needs. These approaches consist of distribution of surveys, meetings held with the administration and LAP team. The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community. The needs of the parents are addressed by creating professional developments, forums, cross cultural support, conferences and workshops for parents and staff. To further address vents (such as but not limited to family cultural outings to sports games, plays, museums, etc...), cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. Health Opportunities High School has adopted an online grading

Part D: Parental Engagement Activities

book which gives parents the opportunity to track their child's grades in all their classes. Parents can read comments left by teachers in some of their native languages that can give parents information on how to help their children in their classes. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. Health Opportunities High School has adopted an online grading book which gives parents the opportunity to track their child's grades in all their classes. Parents can read comments left by teachers in some of their native languages that can give parents information on how to help their children in their classes.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

