

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**ACADEMY FOR HEALTH CAREERS**

**School Name:**

**17K751**

**Principal:**

**DEONNE MARTIN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 17K751  
School Type: \_\_\_\_\_ Grades Served: 9-12  
School Address: 150 Albany Avenue  
Phone Number: 718-773-0128 Fax: 718-773-0648  
School Contact Person: Deonne Martin Email Address: Dmartin8@schools.nyc.gov  
Principal: Deonne Martin  
UFT Chapter Leader: Trevor Powell  
Parents' Association President: Felecia Brown  
SLT Chairperson: Deonne Martin  
Student Representative(s): Princess Mason and Torre Taylor

**District Information**

District: 17 Superintendent: Michael Prayor  
Superintendent's Office Address: 1396 Broadway Brooklyn, NY 11221  
Superintendent's Email Address: MPrayor@schools.nyc.gov  
Phone Number: 212-455-4635 Fax: 718-455-4684

**Cluster and Network Information**

Cluster Number: 05 Cluster Leader: Debra Maldano  
Network Number: 718-935-2873 Network Leader: Lorraine Boyhan

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deonne Martin	*Principal or Designee	
Trevor Powell	*UFT Chapter Leader or Designee	
Felecia Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Princess Mason Torre Taylor	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Raman Brar	Member/Teacher	
Richard Lewis	Member/ Teacher	
Tanya Taylor	Member/ Parent	
Wanda Daniels	Member/ Parent	
Patricia Mason	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Academy for Health Careers (AHC) is founded on the belief that our students will be college and career ready upon graduation. They will be prepared to fully participate in the global marketplace as skilled problem-solvers, critical thinkers and self-sustaining citizens. While at AHC, students will engage in rigorous academic and technical education experiences that will afford them multiple options leading to high-skilled high-wage jobs and careers in the health and hospitals industries. The mission therefore of AHC is to ensure that every student develops a strong foundation in health studies, science, leadership and communication, as well as other 21st Century workforce competencies that are essential for careers in the health care services industry.

Three core values form the foundation of AHC and are integrated throughout the school design in the following ways:

### **Integration of Common Core Learning Standards and Literacy**

The school design targets student participation in an academic program that is challenging, engaging and industry relevant. The essential content of college-preparatory mathematics, science, language arts and social studies courses will be blended with technical skills and competencies for the 9th through 12th grades. Common Core Learning Standards form the cornerstone of teaching and learning and challenges students with problems and text that are aligned to both academic and industry standards while creating a platform for "stretch" learning.

### **Assessment and Industry Driven Instruction**

Academic, college and career planning support is provided year round to students and their respective parents through the College and Career Institute advisory. Career and Technical Education (CTE) courses will emphasize foundational workplace readiness skills that involve safety, ethics, liability and industry trends in the 9th and 10th grade career sequences. In the 11th and 12th grades, the CTE course of study will prepare students for the following: First Responder Certification, Emergency Medical Technician Certification, Nursing Assistant Certification and National Occupational Competency certification examinations in Workplace Readiness in the health care services industry.

### **Industry Partnerships**

Academy for Health Careers has established an Industry Advisory Council that supports the development of student internships and curriculum alignment with health industry standards and competencies. Our council consists of representatives from the health and hospitals industries, higher education and the local community. AHC has established partnerships with Kingsborough Community College, Farmingdale State College and The Brooklyn, Queens, Long Island Area Health Education Center (BQLI AHEC). Our partners provide assistance via the development of educational mentoring and training programs. All students graduate with a Regent's Diploma and are prepared for multiple pathways in the health care services industry.

### **School Strengths**

- The school's resources are aligned to support instructional goals that meet students' needs and have led to student growth
- The school has structures for positive learning environment, inclusive culture, and student success
- The school has strategically aligned the New York State Standards and the Common Core Learning Standards (CCLS) and have made purposeful decisions in integrating CCLS tasks that promote post-secondary readiness in all grades
- The administrative team effectively engages in frequent focused observations and timely feedback, using the Danielson framework, that has resulted in support for all teachers, including those new to the profession, and has improved teacher practice

### **Accomplishments**

- The teachers have improved their respective practice of analyzing student work in all content areas to identify areas of student growth, inform instruction, and improve student performance
- The school continues to provide engaging college and career experiences for students in all grades
- The school has formed new partnerships with colleges and industry related partners

**Challenges**

- Teachers should continue to work on differentiating tasks and questioning practices to meet the needs of all students and in providing entry points for all students
- Teachers and administrators should continue to align ongoing formative assessments to supplement summative data so that they can more accurately adjust instructional decisions

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on a review of scholarship data and Danielson data it was decided that the school needs to continue work on creating robust curriculum that meets Common Core State Standards. Academy for Health Careers is going into its’ fifth year and the staff will continue to improve curriculum maps in all subjects for the 9th, 10th, 11th and 12th grades while incorporating CCLS, CCLS tasks/units for literacy and mathematic. The Social Studies department will work collaboratively to revise the curriculum map for the 12th grade with a focus on college readiness. Career and Technical education curriculum integration will be a focus for all disciplines in grades 9 through 12. Curriculum maps will also be created for the advisory class with a focus on work-based leaning and college and career readiness.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the Curriculum Maps will be aligned to the CCSS and will include argument writing as well as mathematical modeling tasks which will improve student outcomes as evidenced by completed documents vetted by the administration.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
1. Activity - The principal will review the Common Core State Standards with the staff and provide them with a copy of the Standards specific to their discipline. Professional development will be conducted on the integration of CCSS across all content areas and the creation of the argument tasks units and mathematical modeling task units. Information about the Common Core Standards, the reading/writing tasks, and the respective links are included in the staff handbook.  2. Activity – Dedicated days and times for common planning	Teachers	Mid-September/October 2014 Teachers review past curriculum maps and develop curriculum maps for the 12th grade	Teacher - develop and revise curriculum maps.  Assistant principal, coaches and principal to review and provide feedback on

<p>will be identified for teachers as part of the extended UFT contract. Time will be specified for grade team and content team meetings. Teachers will develop, review and revise curriculum that integrates the common core standards and the writing units. The following key elements will be included in each lesson: Backward Design, Project/Problem Based Learning, the differentiation of instruction and built-in assessments based upon the tasks.</p> <p>3. Activity - Professional development will be scheduled for teachers and assistant principals.</p> <p>4. Activity - Preliminary drafts of: the year- long curriculum map in each content area will be reviewed by the assistant principals, coaches and the principal. Feedback will be given to teachers. Teachers will also use peer reflection for curriculum map assessments.</p> <p>5. Activity - Teachers will have a deadline for forwarding all updated curriculum maps to the assistant principals. Curriculum maps will be posted on Google Docs</p> <p>6. Activity - Revised curriculum maps will be available for staff over the summer.</p>		<p>October 2014 through May 2015 – Teachers participate in professional development</p> <p>November 2014 – teachers submit drafts of curriculum maps</p> <p>February 2015 - teachers receive feedback on curriculum maps</p> <p>June 2015 – teachers submit completed curriculum maps and shared with returning and new teachers over the summer</p> <p>July/August 2015 curriculum map will be shared with returning and new teachers</p>	<p>curriculum maps Teachers, assistant principals, coaches to provide professional development</p>
<p>1. Teachers will discuss curriculum during “Meet the Teachers” and Parent/Teacher conferences in the fall and spring.</p> <p>2. The school will continue to develop the school website to keep parents informed of school projects/activities.</p> <p>3. Translation services will be utilized to communicate with parents in their native language.</p> <p>4. The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.</p> <p>5. The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and all families. She will be assisted by Ms. Jones, the Community Associate.</p> <p>6. The school will conduct parent workshops with topics that will include academic expectations, integration of CCLS, school curriculum, literacy and accessing community support services.</p> <p>7. The school will establish a Parent Resource Center that will provide instructional material for parent on graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as</p>	<p>Parents</p>	<p>September - start date</p> <p>June – end date</p>	<p>Principal and assistant principals</p>

well as parenting skills.			
8. The school will host a transcript review workshop in February and in June for parents. These workshops will be combined with a college and career readiness workshop event.			
9. The school will provide written and verbal progress reports that will be given to parents periodically. These reports will update parents on their respective child's progress.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher - develop and revise curriculum maps
- Assistant principal, coaches and principal to review and provide feedback on curriculum maps
- Teachers, assistant principals, coaches to provide professional development

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Teachers review, revise and develop curriculum maps
- Teachers participate in professional development on CCLS, CCLS tasks, CCLS units, literacy strategies and CTE integration
- Teachers work with Network coaches

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The following is the percentage of students who scored a level 1 or 2 on the 8th grade NYS assessments:

Incoming 9th grade students

ELA – 75%, Math – 69% and Science- 55%

Current 10th grade students

ELA – 79%, Math – 84% and Science- 46%

Current 11th grade students

ELA – 74%, Math – 63%, Social Studies – 67% and Science- 64%

Current 12th grade students

ELA – 67%, Math –56%, Social Studies – 75% and Science - 56%

These students will be targeted to ensure that they meet the promotional requirements.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

70% of the students who are designated as “on- target” will earn 10 credits by June 25, 2015 as evidenced by student transcripts posted in STARS and DATACTION.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
T1. Teachers and assistant principals receive a copy of all 8th grade reading and math scores and the results of and the Baseline Assessments administered to class of 2017 to identify possible struggling students. Teachers will also be given the grades for 10th, 11th and 12th grade students. Teachers will be introduced to the New Visions for Public School Student Sorter.	Students and teachers	Mid to late September 2014 and October 2014– Teachers	Data specialist distributes data to staff  Teachers review data and identify

<p>2. Teachers, assistant principals and guidance counselors identify the students “on target”, “almost on target” and “off target” using the New Visions Sorter.</p> <p>3. Teachers, guidance counselors and the principal will meet monthly and at the end of each marking period to analyze and evaluate report card data in order to identify students who are in jeopardy of not passing classes and accumulating the required credits. The New Visions for Public Schools Student Sorter will be utilized.</p> <p>4. Teachers will receive respective scholarship data and a reflective sheet for setting goals to improve instruction.</p> <p>5. Students who are falling behind will receive additional support to successfully accumulate credits in the following ways:</p> <ul style="list-style-type: none"> <li>- The advisor and the guidance counselors will meet with individual students to monitor progress after each marking period</li> <li>- The advisor and the guidance counselors will meet with parents of students who are falling behind to develop action plans that involves parental action/input</li> <li>- Opportunities to make up missing assignments will be provided to students</li> <li>- Opportunities to earn credit will be available to selected students through APEX Learning (spring term)</li> </ul> <p>6. Teachers will conduct mid-marking period conferences with students using a grading rubric. The teacher and student will discuss areas of weakness and develop strategies for improvement. Parental out-reach will be conducted by teachers and the guidance counselors.</p>		<p>receive scores and grades from previous years (New Visions Sorter)</p> <p>September 2014 and October 2014 – staff reviews data and student work – (New Visions Sorter)</p> <p>End of marking periods during fall and spring semester – monitor students’ grades - (New Visions Sorter)</p> <p>November 2014, January 2015, March 2015 and May 2015– administer assessments to monitor progress (New Visions Sorter and STARS)</p> <p>October 2014 through May 2015 –</p>	<p>struggling students</p> <p>Teachers, guidance counselors, assistant principals and principal monitors passing rate</p> <p>Guidance counselor and teachers identify students in need of interventions</p> <p>Principal programs students for extended day tutoring</p> <p>Guidance counselors meets with parents of students in need of intervention</p>
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		monitor student attendance at tutoring sessions – STARS and New Visions Regents tool	
<p>1. The school will continue to develop the school website to keep parents informed of school activities.</p> <p>2. Parents will be introduced to Datacation and ARIS systems which will allow them to track their respective child’s academic progress and attendance.</p> <p>3. Translation services will be utilized to communicate with parents in their native language.</p> <p>4. The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.</p> <p>5. The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and all families. She will be assisted by Ms. Jones the community associate.</p> <p>6. The school will conduct three (3) parent workshops with topics that will include academic expectations, graduation requirement, understanding high school transcripts, college and career readiness, assessment expectations, accessing community support services.</p> <p>7. The school will re-establish the Parent Resource Center that will provide instructional material for parent on graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.</p> <p>8. The school will host a transcript review workshop in February 2015 and in June 2015 for parents. These workshops will be combined with a college and career readiness workshop event.</p> <p>9. The school will provide written and verbal progress reports that will be given to parents periodically. These reports will update parents on their respective child’s progress.</p>	Parents	Late September through June	Teachers, guidance counselor and administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Data specialist distributes data to staff
- Teachers review data and identify struggling students
- Teachers, guidance counselors, assistant principals and principal monitors passing rate
- Guidance counselor and teachers identify students in need of interventions
- Principal programs students for extended day tutoring

Guidance counselors meets with parents of students in need of intervention

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

- End of all marking periods for fall and spring semester - monitor grades and credits earned
- Weekly monitoring of extended day tutoring/APEX Learning – New Visions Sorter
- Guidance counselor and parent contact logs

**Part 6b.** Complete in **February 2015**.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Students in the 9th, 10th, 11th and 12th grades will be taking Regents examinations in January 2015 and June 2015. All 9th grade students will be taking the Living Environment Regents examination. Ninth and tenth grade students who are programmed for Integrated Algebra (MES33) and Integrated Algebra (MES32) will be scheduled to take the Integrated Algebra Regents examination in June 2014. All 10th grade students will be scheduled to take the Global Studies Regents. Some tenth and eleventh grade students will be taking the Geometry Regents. A small group of 10th, 11th and 12th grade students will be making up Regents examinations.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, 50% of students taking Regents examinations for the first time will earn a minimum score of 70%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
1. Activity - The principal shares her vision on students’ Regents passing rate with staff. Past Regents passing rate issues will be examined using an Inquiry Team process approach.  2. Activity - Staff will receive a copy of the 8th grade reading and math scores as well as the results of and all Baseline Assessments administered to students. The staff will study and evaluate the results. The staff will also receive a copy of the subject specific grades for 10th and 11th grade students.	Teachers	Mid to late September 2014 and October 2014 – Administer baseline assessments  September 2014 and	Data Specialist will provide teaches with student scores and grades  Teachers meet and analyze data, student work and develop next steps  The assistant
3. Activity - The staff will classify students as: (a) students on target			

<p>(b) students almost on target, and (c) students off target. Teachers will identify students to be programmed for extended day tutoring. The parents of students identified as almost on target or off target will be notified of this extra support that will be given to their respective child and how their role as parents can be part of the process.</p> <p>4. Activity - All staff will be involved in the Regents readiness initiative. Staff will contribute in the following ways:</p> <ul style="list-style-type: none"> <li>- Teachers will use a hands-on exploration approach and make real-world connections</li> <li>- Teachers will incorporate CCLS, tasks and units</li> <li>- Review incorrect answers and help students understand why they made the mistakes</li> <li>- Teach students to review class notes on a daily and weekly basis</li> <li>- Assess, teach and review test taking strategies</li> <li>- Conduct timed activities and test situations and simulations</li> <li>- Provide students with a variety of opportunities to find solutions to problems</li> </ul> <p>5. Activity - All teachers who teach a class that will terminate in a Regents examination in June 2014 will utilize the following strategies:</p> <ul style="list-style-type: none"> <li>- Create assessments that reflect the format of Regents examinations including exam directions, number of questions, type of questions, time constraints and scoring</li> <li>- Provide multiple opportunities for students to solve Regents problems in the classroom, laboratory and at home. Integrate Regents questions and tasks into projects, quizzes, exams and class activities.</li> <li>- Utilize sample Regents questions, previously administered Regents examinations and scoring keys as teaching resources, practice exams and review material</li> <li>- Employ online learning centers that will help students prepare for the Regents examinations</li> <li>- Integrate Regents Review live that features streaming video review classes</li> <li>- Use Interactive review quiz sites</li> <li>- Build common core skills</li> </ul> <p>5. Activity - Teachers will review the first marking period grades to evaluate the status of all students. Special attention will be given to the struggling students.</p> <p>6. Teachers will meet twice monthly or at minimum, once monthly. Protocols for the meetings will be established. Analyzing data, viewing student work samples and reviewing respective anecdotal are some of the expected activities to be completed during these sessions as well as the "Data to Action" sheet. Teachers will also use this data to set benchmarks and to monitor student progress towards continuous improvement. The principal will meet with all staff members to discuss each student's academic progress and Regents readiness under their supervision.</p>		<p>October 2014 – staff reviews data and student work</p> <p>November 2014, January 2015, March 2015 and May 2015 – administer mock Regents assessments</p> <p>October 2014 through May 2015 – monitor student attendance at tutoring and Regents prep sessions</p>	<p>principal and F status assistant principal will meet with teachers to discuss progress, strategies and next steps</p> <p>Principal meets with teachers and review data, discuss progress and develop/revise action plan</p> <p>Students will be programmed for extended day tutoring and Regents prep</p> <p>Teachers share best practices during common planning time for departments and entire staff</p>
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<p>8. Activity - The staff will analyze the results of the second and third progress reports to evaluate the status of all students. New students may be added to list of students in need of more intensive work while other students may have moved out and not in need of intensive study.</p> <p>9. Activity - During the months of December and January, teachers will administer mock Regents examinations to students, analyze data and modify instruction. Teachers will continue to administer mock Regents examinations on a monthly basis for the remainder of the school year.</p>			
<p>1. The school will continue to develop the school website to keep parents informed of school activities.</p> <p>2. Parents will be introduced to Datacation which will allow them to track their respective child’s academic progress and attendance.</p> <p>3. Translation services will be utilized to communicate with parents in their native language.</p> <p>4. The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.</p> <p>5. The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and all families.</p> <p>6. The school will conduct parent workshops with topics that will include parenting skills, assessment expectations, grade-level curriculum, literacy and accessing community support services.</p> <p>7. The school will establish a Parent Resource Center that will provide instructional material for parent on graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.</p> <p>8. The school will host a transcript review workshop in February 2015 and in June 2015 for parents. These workshops will be combined with a college and career readiness workshop event.</p> <p>9. The school will provide written and verbal progress reports that will be given to parents periodically. These reports will update parents on their respective child’s progress.</p>	Parents	October - June	Teachers and administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

- Administer baseline assessment
- Staff reviews scores, baseline data and student work
- Administer mock Regents – November 2014 (January 2015 and June 2015 Regents), January 2015 (June 2015 Regents), March 2015 and May 2015 (June 2015 Regents)
- Teacher meet during common planning time to review data, student progress and revise instruction
- Student attendance at tutoring and Regents prep is monitored by teachers, guidance counselor, assistant principals and principal

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

As documented in the Advance system, for the 2013-2014 school year, eleven teachers received a rating of developing and three teachers received a rating of ineffective.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of the teachers not receiving a rating of effective for the 2013-2014 school year, will move up one level as per Advance

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
1. Activity - The Advance Program team is re-established in the fall 2014 semester.  2. Activity - Professional development sessions are developed in consultation with the Advance Program team. The professional development plan will integrate selected components of the Danielson rubric. Professional development sessions will be conducted during the common planning Thursday sessions and on the Chancellor’s conference days. The Advance coach, the Network coach, the assistant principals and the principal will design professional development.	Teachers	September 2014 – June 2015 – Supervisory staff conduct observations and provide feedback  October 2014– June 2015 - Observation	Advance coach will conduct professional development  Network coach, principal and assistant principals will conduct professional development  Assistant principals
3. Activity – Teacher Improvement Plans (TIPs) will be developed by			

<p>the principal, assistant principals and the F status assistant principal. Meeting will be scheduled with teachers to discuss and agree upon implementation of the TIP.</p> <p>4. Activity - The Advance coach will conduct professional development for the assistant principals and principal.</p> <p>5. Activity - Teachers self-assess themselves on selected components of the Charlotte Danielson’s Framework for Teaching rubric during the fall 2014 semester.</p> <p>6. Activity - The principal, assistant principals and F status assistant principal will follow a schedule for teacher observations and feedback using the Danielson rubric.</p> <p>7. Activity – The principal, assistant principals and F status assistant principal, will monitor teacher practice with regards to the TIP.</p> <p>8. Activity - The principal, assistant principals and F status assistant principal will conduct three rounds of observations which will include two (2) mini observations and one (1) full period observation by January 2, 2015.</p> <p>9. Activity - Based on observations, the principal, assistant principals and F status assistant principal will arrange for intervisitation and coaching sessions.</p> <p>10. Activity - The principal, assistant principals and F status assistant principal will conduct mid-year conversations during the month of January 2015.</p> <p>11. Activity - During the spring 2015 semester, the principal, assistant principals and F status assistant principal will conduct additional rounds of observations. The schedule may include two (2) mini observations and one (1) full period observation – depending on teacher choice.</p> <p>12. Activity - The principal, assistant principal and F status assistant principal will conduct end of year conversations with teachers during the month of May 2014.</p>		<p>logs and entry into Advance</p> <p>Bi weekly meetings with assistant principals to discuss observations and develop professional development</p> <p>October 2014 – June 2015 - Teachers led reflections during common planning time with department and all other disciplines</p>	<p>and principal will conduct observations</p> <p>Mentor teachers will work with mentee teachers</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Advance coach will conduct professional development
- Network coach, principal and assistant principals will conduct professional development

- Assistant principals and principal will conduct observations
- Mentor teachers will work with mentee teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Supervisory staff conduct observations and provide feedback
- Observation logs and entry into Advance
- Bi weekly meetings with assistant principals to discuss observations and develop professional development
- Teachers share success and struggles during common planning time with department and all other departments

**Part 6b.** Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The overall attendance percentage for the 2013-2014 school year was 85%. Attendance rate as per the High School Quality Snapshot for the 2013-2014 school year was 83%.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all cohorts will have an overall attendance rate of 88% for the 2014-2015 school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
1. An Attendance Team consisting of the principal, assistant principal, guidance counselors, attendance teacher, a school aide and the secretary is re-established by September 2014.  2. The attendance teacher contacts the homes of students who have not attended school (“no shows”) to determine the disposition of each case.  3. Ms. Trotman, the school aide, runs the daily attendance roster to identify absent students. In the event that students are absent for two consecutive days or more than once during the week, Ms. Trotman will contact the home. Ms. Grant and Ms. Davis, the guidance counselors, also follows up with	Students	September 2014– review attendance procedures with staff  September 2014 – June 2015 – monitor ATS reports  September 2014 – June 2015 –	Advance coach will conduct professional development  Network coach, principal and assistant principals will conduct professional development  Assistant principals

<p>students regarding the absence.</p> <p>4. Ms. Davis, the 9th and 10th grade guidance counselor, will closely monitor the attendance for the 9th grade students and follow up with social and academic issues.</p> <p>5. Ms. Mondesir monitors the 407s. She will forward all information to Ms. Grant who conducts the necessary investigations and close cases when possible. The attendance teacher will follow-up and close all difficult cases. A copy of closed 407 s will be kept on file in the main office.</p> <p>6. Parents are informed of the following during orientation: 1) Every absence requires a note upon the students return to school 2) In the event a note is not received; a phone call will be made to the student’s parent/guardian by the counselor. Information obtained from the phone call will then be documented.</p> <p>7. Attendance procedures are reviewed with the teachers during the first week of school and monitored throughout the year.</p> <p>8. Weekly attendance rosters are run and analyzed at the monthly attendance team meeting to note patterns and trends.</p> <p>9. Ms. Mondesir and Ms. Trotman print out a series of ATS attendance reports to verify student attendance and make necessary corrections accordingly.</p> <p>10. Advisory teachers assist with tracking students’ attendance weekly, conferring with students and calling students’ families.</p> <p>11. Monthly bulletin boards and attendance awards recognizing students with excellent and improved attendance are used as incentives.</p> <p>12. Through the Inquiry process, the staff identifies time periods when attendance rates decline and develop strategies to maintain regular attendance.</p> <p>13. Ms. Matthews and Ms. Hayes, the secretaries, discharge students when appropriate.</p>		<p>update systems</p> <p>October 2014 first attendance awards/incentives</p>	<p>and principal will conduct observations</p> <p>Mentor teachers will work with mentee teachers</p>
<p>1.The school will continue to develop the school website to keep parents informed of school activities.</p> <p>2. Parents will be introduced to Datacation – Pupil Paths which will allow them to track their respective child’s academic progress and attendance.</p> <p>3. Translation services will be utilized to communicate with parents in their native language.</p>			

<p>4. The school will ensure that the Title 1 SWP funds allocated to the school are used to promote parent involvement.</p> <p>5. The school will maintain a dedicated staff person, Ms. Grant – guidance counselor, to serve as a liaison between the school and all families. She will be assisted by Ms. Jones, the community associate.</p> <p>6. The school will conduct parent workshops with topics that will include parenting skills, attendance expectations, grade-level curriculum, literacy and accessing community support services.</p> <p>7. The school will re-establish the Parent Resource Center that will provide instructional material for parent on graduation requirement and student tutoring information. The school will also provide resources about college and career readiness as well as parenting skills.</p> <p>8. The school will host a transcript review workshop in February and in June for parents. These workshops will be combined with a college and career readiness workshop event.</p> <p>9. The school will provide written and verbal progress reports that will be given to parents periodically. These reports will update parents on their respective child’s progress.</p> <p>10. Parents will receive phone call for student lateness and absence</p>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Advance coach will conduct professional development
- Network coach, principal and assistant principals will conduct professional development
- Assistant principals and principal will conduct observations
- Mentor teachers will work with mentee teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

- Supervisory staff conduct observations and provide feedback
- Observation logs and entry into Advance
- Bi weekly meetings with assistant principals to discuss observations and develop professional development
- Teachers share success and struggles during common planning time with department and all other departments

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Report card grades and Regents exam grades	Achieve 3000, Castle Learning, Small classes, Apex Learning and differentiated instruction	Small group tutoring, blended learning and Regents prep	After school
<b>Mathematics</b>	Report card grades and Regents exam grades	Small classes, differentiated instruction, technology integration and Apex Learning (spring)	Small group tutoring, blended learning and Regents prep	After school
<b>Science</b>	Report card grades and Regents exam grades	Small classes, differentiated instruction, technology integration and Apex Learning (spring)	Small group tutoring, blended learning and Regents prep	After school
<b>Social Studies</b>	Report card grades and Regents exam grades	Castle Learning, Achieve 3000, small classes, Apex Learning and differentiated instruction	Small group tutoring, blended learning and Regents prep	After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher submissions, report card grades, student interactions and attendance	One-on-one counseling, group counseling, referrals to SBST and outside agencies	One-on-one counseling, group counseling, referrals to SBST and outside agencies	During school day, lunch period and after-school

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<ul style="list-style-type: none"> <li>•Utilize Title 1 SWP funds to encourage teachers to complete specialized programs and secure license extensions.</li> <li>•Teachers participate in the interviewing and hiring of new staff members</li> <li>•Teachers participate in professional development in the areas of literacy, Common Core Learning Standards, classroom management, culture building, effective teaching strategies, and curriculum integration. Teachers are also given a menu of activities to choose from and encouraged to make additions to the menu.</li> <li>•Funds are set aside for professional conferences and workshops</li> <li>•Teachers are scheduled for common planning time, curriculum development, sharing of best practices, use of data to drive instruction, student support discussions, peer assessment and reflection.</li> <li>•Faculty meetings are used to development common lesson plan templates, shared leadership, professional development, intensive use of data, classroom management strategies, student engagement and creation of student supports.</li> <li>•Teachers will have access to stand alone computers, color printer/scanners, laptops carts, Smart boards, document cameras, LCD projectors and digital cameras.</li> <li>•Teachers will be given opportunities to take on a leadership role in the school, design the instructional program, build partnerships with industry partners, and assist in the development of the school's culture.</li> </ul>

**2b. 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).
Professional development is conducted by coaches for the Network, school funded coaches, assistant principals and the principal. Professional development is available to teachers during the summer months. Teachers are informed about and encouraged to attend professional development sessions conducted by the Network and other DOE departments. Teachers who attend workshops turn-key information with department members and teachers from other disciplines during common planning meetings.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

### 3b. 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).

## Part 4: SWP Schools Only

### 4a. 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.).

### 4b. 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 with the administration to review assessment options, determine needs of students, identify standards to be evaluated, identify strategies to help students meet standards and discuss implementation of assessments. Professional development is given on selected Thursday afternoons on assessment strategies, assessment data, and using assessments to modify instruction. Teachers discuss assessment during content and grade team meeting with their respective colleagues.

### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	272,992	x	9-26
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,685,407	x	9-26

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Academy for Health Careers, 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 the school and the families. The 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 the school community. Academy for Health Careers 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 the school community;

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

The 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;
- 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 (SPC)**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>751</b>
School Name <b>Academy for Health Careers</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Deonne Martin</b>	Assistant Principal <b>Leotha Harry</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Dale Britton</b>	Guidance Counselor <b>Angella Grant</b>
Teacher/Subject Area <b>James Kircher, Math/SpEd</b>	Parent <b>Barbara Gordon</b>
Teacher/Subject Area <b>Ed Stapleton, ELA</b>	Parent Coordinator <b>NA</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Alexis Penzell</b>	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>325</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>2.46%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	2
SIFE	2	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3	1	0	1	0	0	0	1	2	4

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>4</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>    </u>	Asian: <u>    </u>	Hispanic/Latino: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>	Other: <u>    </u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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)										2				2
Intermediate(I)											1	2		3
Advanced (A)										3				3
Total	<b>0</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>8</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math <u>RCI</u>				
Biology				
Chemistry	2			
Earth Science				
Living Environment	4			
Physics				
Global History and Geography	3			
US History and Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.  
Because we have not (yet) registered any beginning ELLs new to NYC schools, in our first three years, in order to determine our ELLs' literacy skills, we refer to two sources: students' previous test results and previous report cards/transcripts/school information. For students not new to our school, we consult with their former teachers, and the ESL teacher assesses students informally at the beginning

of the year for oral and reading comprehension, and writing ability. NYSESLAT scores, reported on ATS RNMR reports, show that typically students achieve proficiency in listening and speaking before they achieve that level in reading and writing. We have [NUMBER??] students who scored proficient in listening and speaking, and intermediate in reading and writing. We have [NUMBER ??] students proficient in L/S and advanced in R/W. And we have [NUMBER??] students advanced in L/S and intermediate in R/W. This correlates with what is known about second language acquisition in children and adolescents. To support these students in their literacy skills, teachers include specific literacy skills in their curriculum designs and lesson planning. It was partly to address these concerns (literacy development) that we started using the Achieve 3000 differentiated online reading program. Content area teachers are informed about their ELL students' proficiency levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

[ANY LAB-Rs IN SEPT 2013?] Two newly-enrolled students were administered the LAB-R this September; both scored proficient. [NUMBER?] students took the NYSESLAT in May 2013. [XXXX] of those students advanced a level in proficiency; [XXXX] remained at the same level. According to the NYSESLAT data, students made dramatic gains in speaking and listening skills between their second and fourth years of ELL instruction. Gains in writing and reading were more incremental, and in [XXXX] cases the students scores remained flat.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

3. The ESL teacher evaluates the testing patterns of our ELL students. The lesser gains in reading and writing scores are not unexpected. Therefore, there is an emphasis on reading, writing, and on learning and actively employing strategies to expand language ability. This information is shared and discussed with content area teachers, to help them plan for differentiation for language acquisition.

The results of Regents exams taken last year show that our ELLs did well on the math and science exams (algebra and living environment), and did not do well on the English and global exams, which require students to demonstrate mastery of English literacy skills involved in reading more complex documents, identifying literary elements, and writing essays. These are typical results for ELL students who have been here 4-6 years. Neither of the two special ed ELLs passed the living environment regents exam, due to their general low levels of literacy.

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?

4a. We do not offer a bilingual program; all students take tests in English. Students have not taken any exams in their native languages. For Regents exams, current and former ELLs are individually questioned about what language they prefer to take Regents. Some have chosen to look at translated versions of the tests along with translating glossaries; all have (up to now) chosen to write their responses in English. We have [ONE?] student whose native language is Fulani, a "lower incidence" language, and we brought in a Fulani translator to help her understand the Living Environment Regents, but she wrote all responses in English

[UPDATE WITH 2013 REGENTS RESULTS:]

The results of Regents exams taken last year show that our ELLs did well on the math and science exams (algebra and living environment), and did not do well on the English and global exams, which require students to demonstrate mastery of English literacy skills involved in reading more complex documents, identifying literary elements, and writing essays. These are typical results for ELL students who have been here 4-6 years. Neither of the two special ed ELLs passed the living environment regents exam, due to their general low levels of literacy.

4b&c) We are not currently administering periodic ESL assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

(see [RI 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?  
ELL students are provided with translating dictionaries and glossaries in the content areas, when available. Some of our ELLs' native languages are "lower-incidence" languages, for which there is a paucity of educational materials available. Content area teachers include focused discrete vocabulary development, review, and enrichment as part of lesson planning. ESL instruction at all levels includes working with concrete, abstract, and idiomatic language, as well as "word attack" strategies to help ELLs learn to decipher unfamiliar vocabulary that they are likely to encounter in text books and on standardized tests.
  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 measure our success by the results on the English and other Regents exams, the annual NYSESLAT, and student performance in the content-area classes, as seen on assessments, participation, projects, report cards and portfolio work, and in teacher consultations.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
  
1. If a student is enrolling in a NYC school for the first time, the ELL identification process begins with parents completing the Home Language Identification Survey (HLIS) at time of registration. Students are identified as potential ELLs based on the language that the parents indicate is spoken in the home. If the HLIS shows that the student speaks, reads or writes in a language other than English, then that student is given an informal interview by our ESL specialist, and the student is scheduled to take the LAB-R assessment. The persons responsible for conducting the initial formal assessment are Yael Seligman, the ESL Teacher, and Angella Grant, the guidance counselor. Ms. Seligman speaks several languages, and the school dean, Ms. Harry, also speaks Spanish, should there be a need for an informal interview done in the parent's native language to determine language needs. The DOE Translation Services might be used to facilitate this process. The LAB-R is administered by the Licensed ESL teacher, Ms. Seligman, who also checks the data from ATS (RLET, RLAT, and RNMR reports) on a bi-weekly basis throughout the year, to determine the NYSESLAT levels of incoming and current students, and any changes in enrollment.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
  
2. Parents who are enrolling their child for the first time in a NYC school are informed about all three DOE program choices during the initial assessment, during Freshmen Orientation, and via letters within 10 days of registration. Parents are also shown or directed to archived web videos on the DOE website that explain all three programs. Parents are informed that due to our low number of ELL students, we offer only the Freestanding ESL model. Ms. Seligman, the ESL teacher, and Ms. Grant, the guidance counselor are both involved in this process.
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. The Entitlement letters are mailed to the home or given to students to deliver to their respective parents, -- for newly enrolled ELLs (as determined by their LAB-R results); -- for continuing entitlement for current ELLs (as determined by their most recent NYSESLAT scores.); -- and for former ELLs who have scored proficient on the NYSESLAT exam. The ESL teacher distributes the Parent Survey and Program Selection forms. Students are instructed to have their respective parents/guardians read and sign the documents and return them to school within 10 days. All documents are collected by the ESL teacher and submitted to the main office where they are stored in the ELL binder in the records room. If the documents are not submitted in a timely fashion, phone calls are made reminding parents/guardians of their obligation to sign and return the forms. Invitations to the Parent Orientation meeting are mailed to the home and phone calls are made to all parents.

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. Students are placed in this school because parents have selected the Freestanding ESL program on the Program Selection Form. We do not offer a bilingual program. After the LAB-R has been evaluated by the ESL teacher, letters, in the home language, are mailed to the home notifying parents/guardians either that their child has been identified as eligible to receive ESL services, or that their child is not eligible to receive ESL services. Based on the scores of the LAB-R and NYSESLAT, beginning level high school students receive 3 units of ESL instruction (540 mins/week), intermediate students receive 2 units (360 mins/week) and advanced students receive 1 unit of ESL (180 mins/week) plus one unit of ELA, as per CR Part 154 regulations. Letters are mailed home notifying parents/guardians about the ESL placement for the child.

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.

Our ESL coordinator is responsible for all aspects of NYSESLAT administration, including: scheduling; notifying parents, staff, and students; administering all four sections of the test; coordinating writing scoring training; return of answer documents to DOE; and packaging and return of all testing materials to QUESTAR. We administer the Listening and Reading tests on the same day; and the Writing test (usually) on the following day. The Speaking test is administered individually. In 2013 we partnered with the two other high schools in this campus building for NYSESLAT administration and scoring, so that students were not scored by their ESL teacher on the Speaking test, and students' Writing tests were read and scored by teachers from other schools.

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. *D*

5. The Parent Survey and Program Selection forms were distributed for the first time last year. Previously, our school had never enrolled a newly-arrived ELL student. (In September 2012, two newly enrolled students were administered the LAB-R; both students scored at a proficient level.) The data will be analyzed for future tendencies in preferences.

Parents who express preferences for programs not available at the school will be notified of opportunities existent at other schools. Notification, utilizing services listed on the "Language Identification Guide," will be made in the parents' home language. If a parent came to our high school to enroll their child for the first time in a NYC school, and that parent requested a bilingual program, we would refer that parent to the High School Placement Office, as the information as to which schools offer which programs in NYC changes every year.

## 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 a) Students are taught by a licensed ESL teacher in a combination push-in, pull-out model. (Mostly push-in for the general education students in grades 9, 10, and 11; push-in and pull-out for the Special Education students in grade 11). Our ESL specialist works closely with content area teachers to provide differentiated materials and assessments for ELLs. The five tenth grade ELLs (four intermediate; one advanced UPDATE FOR 2013 ) are programmed to be in the same class for English and Global Studies. The two eleventh grade Special Education ELLs (both intermediate) are in the same self-contained class.
    - 1 b) The push-in support is heterogeneous in theory and homogeneous in practice because there are no beginner ELLs; this year we did not program free-standing ESL classes. That may change in the future depending on enrollment.
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) This year we have a part-time licensed ESL specialist working in our school two days each week. Her teaching program consists of twelve teaching periods, working with the intermediate level students for eight periods. At the high school level, intermediate ELLs are meant to receive This ensures that the mandated minutes are met (360 for intermediate; 180 for advanced). If our enrollment changes in the future, we will make any necessary changes in scheduling.
    - 2a) Most periods are 45-minutes daily in length. During push-in periods, the ESL teacher works directly with the ELL students to both assist them with the tasks and assignments for that content, and to provide mini-lessons for vocabulary, grammar, and literacy skills as needed.
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.
  3. Instruction in all subjects is in English. The language of the class or a text is modified when appropriate, and includes vocabulary development. Visual, manipulative, and online materials are included in lessons to both present and to reinforce concepts taught. Bilingual dictionaries (and also monolingual dictionaries for those students who do not have strong first language skills) are given to each ELL, and translating glossaries are used in Regents prep classes when available. In the departmental content area classes, instruction is differentiated by frequent pair and group work, individualized assignments, choosing varied levels of reading materials, and use of graphic organizers to help scaffold students to read and listen for meaning. Extensive prereading activities are undertaken, including listening for comprehension and information. These activities are also part of our focus on Common Core Learning Standards. For example, to prepare students for Part I of the Regents and to meet ELA Common Core standards, before reading a novel, a modified biography of the author might be read, and students might take notes and answer multiple-choice questions on this biography. When reading text, to enhance comprehension, the new vocabulary in the text might covered by the

teacher in vocabulary development tasks with handouts. In order for students to develop their own vocabulary skills, strategies are employed, with references made to their content area subjects and future college studies, and connections with prior knowledge and experience are made. Sometimes, students work on text vocabulary on their own, employing both contextual guessing ("word attack skills") and dictionary skills. To develop writing skills and remedy common ESL grammar problems, ELL students are taught peer-editing activities, using an editing sheet (focusing mainly on mechanics and common grammatical and mechanical problems, subject-verb agreement, article usage, and verb tenses).

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

We only offer a freestanding ESL program here. To ensure that ELLs are appropriately evaluated in their native language, if we had a student who speaks Spanish as a first language, and is entitled to ESL service, then we would administer the Spanish LAB to determine their level of native literacy language skills. New York City offers no test for students who speak a language other than Spanish, and we do not offer a bilingual education program. Our ESL specialist speaks French and Spanish. She has helped to evaluate the native language ability of French-speaking students at the start of the year (both of whom scored proficient on the English LAB-R).

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

:

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. Instruction is differentiated for various subgroups. The school uses the online reading program, Achieve 3000, to differentiate reading and writing assignments. Teachers also differentiate reading and writing assignments by using modified readings, when available, and by offering alternative assessments (more choices, fewer required tasks)

6a) We have four SIFE students. Three SIFE students are intermediate ninth grade ELLs from Haiti, who have been in NY for 2-3 years. All studied some English in Haiti, and all three are literate in their native languages, fluent in both French and Haitian Creole. All three are passing all their content area classes. One SIFE student has not reported to school this year, despite numerous outreach to her home. If this student were to report, we would monitor her progress in content-level courses, ready to provide push-in, pull-out, or individual tutoring if necessary. The student in question tested at the "Advanced" level on the NYSESLAT exam in 2009, and the "Intermediate" level in 2010. The student did not take the exam in 2011 and 2012.

6b) This year we have three students who have been in the country for less than three years; these are the intermediate level grade 9 SIFE students from Haiti. The progress of these students is monitored closely, both in ELA and their content-area classes, with special consideration given to their listening comprehension needs and ability to follow both written and oral directions - as this seems to be their biggest challenge. During push-in ELA periods, the ESL specialist works with these students on specific skills they will need to master in order to pass the ELA Regents, including literary terms and analyses, and different writing styles (expository, persuasive).

The school does not have any students who have been in the country for less than one year. Nevertheless, the school would provide intensive push-in ESL should it receive such a student. If the student speaks Arabic, Haitian-Creole, French or Spanish, the school is prepared with bilingual dictionaries and first language materials.

6c) For students who have been in the country 4 – 6 years, there is a heavy emphasis on interpreting and analyzing texts both verbally and in writing. Essay writing skills are taught and reinforced by content area teachers, and students are meant to demonstrate mastery in writing introductions, bodies, and conclusions; including practice with general statements, thesis statements, topic sentences, development through detail, summarizing, paraphrasing, and concluding. Achieve 3000 articles and accompanying writing activities are used both for homework and in class.

6d) [UPDATE FOR 2013 !!]The approach to long-term ELLs is different. The three special education students seem to have plateau'ed at an intermediate level in reading and writing; and the difficulty is more of general literacy, and less an issue related to second language acquisition. There are two other long term ELLs: one is a grade 9 student who has been held over twice and has been truant for two years with a baby at home. The other long term ELL scored at a high advanced level last year, and is on target to score proficient this year..

6e. Our ESL specialist identifies former ELLs at the beginning of the year, based on ATS reports of NYSESLAT scores. We follow

up with these former ELLs for two years. Notification letters are sent home to those students, in both English and in their native languages, informing parents that their children have scored proficient, and that they will be monitored by the school; invited to attend all after-school classes and small group tutoring sessions; and offered testing accommodations, for the next two years. The ESL specialist meets with those students, and with their teachers, regularly to monitor their work in school, and checking their reports cards. All staff are informed of the continuation of testing accommodations and other language support if necessary, such as the use of dictionaries and glossaries in class. She intervened when a former ELL student's grades dropped, working with that student individually on study skills, and making sure that he had a dictionary with him in class.

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?

: Teachers of ELLs-SWDs plan curricula and lessons with the students' IEP's in mind, and instruction is modified to student needs. These students are sometimes partnered with helpful students. On a more general note, their teachers utilize graphic organizers and visual cues in instruction to make material comprehensible in different learning modalities, and a variety of groupings (individual, class whole, pair, and group) are used in instruction. The special-education teachers meet with the ESL specialist every week to discuss ELL students' needs, progress, and issues.

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?

The IEPs of all special needs students who are ELLs are adhered to. Curricula are modified to create opportunities for teachers to differentiate for students within the least restrictive environment. A variety of learning materials at different levels of difficulty are available in each subject. ELL-SWDs whose IEPs state they should be in CTT/ITT classrooms are scheduled as with other students at their grade level.

### 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

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

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
8. Intervention services are offered primarily in English, with minimal assistance in French and Spanish (generally for quick vocabulary support). As a school community, we are working to provide more outreach to students who have been ELLs from 4-6 years and to Long Term ELLs, with the constraints of having only a parttime ESL program. Intervention programs are offered within the content area classes. Content area teachers receive training in specific literacy and writing strategies that foster language development. These strategies include SQ3R, concept mapping, GIST, journaling, growing word walls, read alouds, morphemic analysis, paraphrasing, and use of the Cornell Note-Taking method. In social studies, the teachers often supplement traditional text books with additional materials, including online sources.. In English, texts are selected with ELL student needs in mind. Students are often given a choice of books to read for a themed-unit. Across the 9th and 10th grade curricula, works such as *Monster*, *A Lesson before Dying*, *Twelve Angry Men*, *Shakespeare Made Easy*, and *The Catcher in the Rye*, are selected for their comprehensibility to ELL students syntactically and lexically.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As we are a small school, with a small number of ELL students, we are able to keep a close eye on our ELLs' academic progress and language development. Our ESL specialist is able to schedule instructional time with our ELLs, in conjunction with classroom teachers' input, in ways to maximize meeting students' needs, with flexibility, as needed. For instance she often pushes in to ELA classes, to support the ELLs in class assignments, and pull them later in the day for related lessons in vocabulary, concepts, or literacy skills.
11. What new programs or improvements will be considered for the upcoming school year?
- We are not planning to change the ESL program for next year, unless our demographics change and we enroll many more ELLs.
12. What programs/services for ELLs will be discontinued and why?
- No ELL programs nor services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded the same access to all school programs and activities as non-ELL students. Information about afterschool programs is sent home in both English and translations, and parent/guardian signatures are required of all students. Our school offers an afterschool intramural sports program; Global Kids; American Red Cross; and academic tutoring. To boost motivation and attendance in afterschool tutoring programs, we offer all students attendance-based incentives.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- When available, translated materials, both print and online, are used to support ELLs in classrooms. The entire school participates in Achieve 3000, a differentiated online reading program, that supports each student's reading at their tested level. Teachers also differentiate their lessons with considerable scaffolding, graphic organizers, and activities presenting the same content in different ways to meet the needs of all learners.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We do not have a TBE nor a Dual Language program. When available, content area subject teachers keep related print materials in different languages in their classrooms, such as glossaries, practice tests, and study books, in different native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All our ELLs, including our SIFE students, are in mainstream classes, where the activities are grade-level appropriate with support. Common Core ELA skills are emphasized across the curricula, corresponding to students' ages and grade levels.
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.
- Our ESL instructor participates in the freshman orientation held before the beginning of the school year. ELL students' writing samples are collected and evaluated, and informal interviews are held with the incoming ELL students.
- We have not yet, in our first three years, had new ELLs who enrolled during the school year. If we did, they would be closely monitored by our staff, including our guidance counselor, ESL specialist, administrators and teachers. If additional ESL instructional time would be helpful, or necessary, we would make the requisite programmatic changes.
18. What language electives are offered to ELLs?
- Our school does not offer language electives to our students; we are a very small high school. Students take Spanish as a foreign language.

19. For schools with dual language programs:

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

**We do not have a dual language program.**

## 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. The ESL teacher attends a variety of off-site workshops and turn keys the information to staff members. Teachers in all subject areas work with ELL students and will have an opportunity to participate in the professional development. Additional workshops will be presented to staff members during the following times: September 5th, Election Day, January 28th, and on the second common planning Wednesday meetings for the months of October, November, February, March, April and May from 2:50pm to 4:20pm.

As part of the professional development plan, workshops to be offered may include:  
scaffolding literacy development skills; aligning curricula with Common Core; differentiation for ELLs and SWDs.

2. Our entire student body participates in Achieve 3000, a differentiated online reading program, that reinforces skills in working with nonfiction texts, a key element of the CCLS. During our weekly and annual PD sessions, topics that have been covered include differentiating instruction for all levels of reading abilities; aligning curriculum maps with CCLS; and introducing different resources for teachers, including online and print materials.

3. N/A

4. School wide professional development plans include daily common planning periods where classroom teachers share lessons and strategies on differentiation, data-driven instruction, and Common Core Learning Standards. Teachers will submit common planning notes to the principal. The ESL teacher and other teachers may also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) and the DOE Office of English Language Learners which are held throughout the school year. These include workshops on the following topics: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, principles of Differentiated Instruction for ELL students in the mainstream classroom, as well as workshops related to compliance issues, such as understanding AMAOs. These workshops are free and are conducted during the school day. Attendance certificates, agendas and a list of resources will be kept on file in the main office.

## 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. Parents of ELLs are afforded the opportunity to participate on the School Leadership Team and the Parent Association. A "Parents' Orientation" is also held, open to ELL parents. Parents of ELL students are invited to attend the monthly PA meetings, where translation services for parents of ELLs are provided, either by DOE translation Services or by staff members.

2. The school is partnered with New Visions for Public Schools.

3. We do not have a parent coordinator. Surveys, such as the "Language Preference" survey are distributed to parents during Parent Association meetings. The DOE Translation Services department will be contacted to provide additional support with the translation of forms and translators at meetings.

On an informal, ongoing basis, our ESL coordinator communicates with the families of our ELLs to share information about school events (parent-teacher conferences, testing schedules) and to ask about their concerns. For instance, last year ELL families asked our ESL coordinator for information about high school placements and transfers; summer programs; Regents testing accommodations; and specific behavior and attendance incidents..

4. Efforts to meet the needs of the parents are made based on survey results. Parent workshops have been created and scheduled based on feedback from the parents at PA meetings and from surveys. Workshops have included the following: information on classes for adults [English; computers], understanding high school Regents and graduation requirements, and college and career planning for families. Information regarding activities is mailed home in the language(s) selected by parents on the Language Preference survey. Translation services are made available when needed.

## 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.

Because we are a new, small, school, in our fourth year of existence, it is possible that our demographics might shift in the future. For instance, many more incoming ninth grade ELLs might enroll here in future years. Should that happen, we will adjust our program to meet their needs.

## Part VI: LAP Assurances

School Name: <u>Academy for Health Careers</u>		School DBN: <u>17K751</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deonne Martin	Principal		11/8/13
	Assistant Principal		11/8/13
	Parent Coordinator		11/8/13
Dale Britton	ESL Teacher		11/8/13
Barbara Gordon	Parent		11/8/13
James Kircher/Math/SpEd	Teacher/Subject Area		11/8/13
Ed Stapleton/ELA	Teacher/Subject Area		11/8/13
	Coach		
	Coach		
Angella Grant	Guidance Counselor		11/8/13

Alexis Penzell	Network Leader		11/8/13
	Other _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: 17K751 School Name: Academy for Health Careers

Cluster: D. Maldonado Network: 563

**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**

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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.

Academy for Health Careers uses the Home Language Identification Survey and information from the ELL Parent Orientation to determine the translation services needs of our students and parents. After we have identified the languages, other than English, that are spoken at home, we survey staff members to ascertain if they can serve as interpreters and assist the school with communications. If needed, we will ask the DOE Translation Services department to provide us with interpreters to assist with parent outreach with families that speak other languages. We will also use the DOE translation services, if needed, to translate important documents, notices and information packets for parents and students.

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.

After reviewing our data, we found that for this year we need to translate documents and notices into Spanish, French, Haitian, Arabic, Fulani, and Bengali. The secretary and/or guidance counselor will forward the necessary documents to the DOE translation services. We will also arrange for interpreters during parent meetings, Parent/Teacher conferences and Open House events. Staff members as well as DOE Translation Services will be utilized as interpreters when needed.

## Part B: Strategies and Activities

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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.

The school will utilize the translation services of DOE translation services for written documents. If a document must be translated immediately, such as for discipline incident report information, we will use Google Docs translations. During orientation, parents will receive a translated Parent Orientation packet as well as translations of all school wide initiatives. Throughout the school year, other school documents will be translated and distributed as appropriate. Staff members will also assist the school with translation needs. This year, we have staff members who speak French and Spanish.

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

Oral interpretation services will be provided at the following events: Parent Orientation, Parent Teacher Conferences and Parent Association meetings. These services will be provided by DOE translation services, staff members and parent volunteers. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services.

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>.

Our school provides each parent whose primary language is a covered language, and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.

Translated versions of this document, in the covered languages, we have downloaded from the website:  
<http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

Our school is on the fourth floor of a large campus building. The DOE sign, indicated the availability of interpretation services, was given to the school safety security officer to post at the entrance desk, as well as the website for translated signs, if needed.

<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.