

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

DBN: (i.e. 01M001):

29Q243

School Name:

INSTITUTE FOR HEALTH PROFESSIONS AT CAMBRIA HEIGHTS

Principal:

GARETH ROBINSON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 29Q243
School Type: Career and Technical Grades Served: 9, 10
School Address: 207-01 116th Avenue, Cambria Heights, NY 11411
Phone Number: 718-723-7301 Fax: 718-723-7306
School Contact Person: Trudya Jones Email Address: tjones@ihpch.org
Principal: Gareth Robinson
UFT Chapter Leader: Lauren Ruddy
Parents' Association President: Napoleon Busano
SLT Chairperson: Rotating
Student Representative(s): _____

District Information

District: 29 Superintendent: Donald Conyers
Superintendent's Office Address: 6565 Flatlands Avenue, Room 104B, Brooklyn, NY 11236
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-968-4100 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: _____
Network Number: 404 Network Leader: Malika Bibbs

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)
Gareth Robinson	*Principal or Designee	
Lauren Ruddy	*UFT Chapter Leader or Designee	
Napoleon Busano	*PA/PTA President or Designated Co-President	
Trudya Jones	DC 37 Representative, if applicable	
Samuelle Delcy Locksley Salmon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Denise Bland	Elected Parent Representative	
Pearlie Orr	Elected Parent Representative	
Sara Feretic	Elected UFT Member	
Crystal Davis	Elected UFT Member	
	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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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.

The Institute for Health Professions at Cambria Heights is in its second year of existence. The school is a Career and Technical Education high school that offers students the chance to earn New York state certification as either a Nurse's Assistant or an Emergency Medical Technician during their four years of high school. The school is partnered with the Institute for Student Achievement (ISA), North Shore-LIJ Health Care System, and Hofstra University. Through coaching, ISA supports the development of a college preparatory instructional program, extended school day and school year opportunities, continuous professional development, distributed counseling, parental involvement, and continuous organizational improvement. North Shore-LIJ provides professional development for teachers and provides opportunities for students to learn at the Center for Learning and Innovation. Hofstra provides students with access to their campus so that students are exposed to the world of college. Together, North Shore-LIJ and Hofstra provide opportunities for students to meet current health care professional and students studying to become health care professionals through career days.

The school is a member of the New York Performance Standards Consortium, which requires that students complete Performance-Based Assessment Tasks in English, science, social studies, and mathematics in order to graduate. The school's mission is as follows:

The Institute strives to help each student attain an individualized education consistent with the values of leadership, scholarship, and service through building relationships between students, parents, staff, and community partners. Students become artists, historians, scientists, mathematicians, literary scholars, and health care workers by learning to do the work of these disciplines. Collaboration and teamwork are essential elements of an education at The Institute. The faculty works collaboratively to ensure that student needs are being met by constantly learning about the most effective types of instruction and supports to help students meet their learning goals. Students and their families are integral members of The Institute team. Through advisories, students form important relationships with the faculty and play an important role in designing their educational experience.

The school's strengths are our restorative justice practices for relationship building and discipline, ninth grade credit accumulation, attendance, college exposure, community service, and project-based academic program. Some of the challenges are improving the level of discourse using academic language, providing all of our students with disabilities and English Language Learners with multiple entry points and differentiated instruction.

During the current school year, the school has shown growth in providing all students multiple entry points and differentiating instruction for all students; however, this is still an area of key focus for the school. Another area of focus for the school is improving teacher practice in the following ways: increasing the amount of student-led discussion in all classes and improving the use of ongoing checks for understanding to support students during classes.

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.

NSQR:

- Revise curriculum materials so that they continue to be reflective of the instructional shifts but more clearly spell out how all learners have access to the content and learning activities through questioning and variations in process, product or content. (1.1)

School Quality Snapshot:

- 86% of students earning 10+ credits in 1st year
- 72% of students in school's lowest third earning 10+ credits in first year
- 95% Survey satisfaction-Instructional Core

Strengths

- Units and lessons across content areas are aligned to 20 school-wide CCLS literacy standards.
- Curriculum is refined to meet the needs of students with disabilities and English Language Learners by special education and ESL teachers.

Priority Needs

- Revise curriculum to support the development of skills needed for Performance-Based Assessments
- Develop new curriculum for new grade levels

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 unit plans will be CCLS aligned, backwards planned (UbD), inquiry-based, rigorous (Hess’s Cognitive Rigor Matrix), and include discipline specific vocabulary.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 			

3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Professional development for teachers around using the school's unit and lesson plan templates.	All teachers	All year	Principal Department Team Leaders ISA Coaches
Units and lessons reviewed by SWD and ESL teachers.	All teachers	All year	SWD and ESL Teachers
Letters sent home monthly to update parents on the curriculum.	All parents	All year	Classroom Teachers Community Assistant
Teachers will meet often to provide feedback on curriculum and letters sent home monthly to update parents on the curriculum.	Teachers and parents	All year	Classroom Teachers Community Assistant

Part 4 – Resources Needed

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

ISA Coaches
Teachers
Parent Engagement Time
Professional Development Block

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		Title I Basic		Title IIA		Title III		Grants
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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.

In February, all of the curriculum taught to date will meet the goal.

Grade team leaders will review the curriculum written by team members and provide feedback.

ISA coaches will work with teachers to complete curriculum for the remainder of the year.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. 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 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.

NSQR:

- An instructional focus on collaboration, mastery learning and inquiry-based units referencing essential intellectual skills builds academic and personal behaviors, resulting in a strong student voice heard in advisory, community meetings, and fairness hearings.

School Quality Snapshot:

- 90% Survey Satisfaction - School Culture
- 89% Attendance

Strengths

- Restorative Justice Practices
 - Weekly Community Meeting led by students
 - Advisory program where every student is known well by at least one adult in the school
 - Fairness Committee made up of staff and students deal with violations of community norms
 - All students trained in Fairness and participate as part of Jury Duty

Priority Needs

- Develop a relationship between upper classmen and under classmen as the school expands.
- Increase the level of student to student discourse so that students are pushing each other during classes.

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.

By June 2015, all advisories would have planned and conducted two school wide community meetings and community service projects.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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			
Advisory discussions identifying school community needs and community needs in the greater community.	All students	All year	Grade Team Leaders Advisors Students
Discuss community needs with parents and ask parents for support in identifying viable community service projects. Ask parents to attend community service projects.	All parents	All year	Advisors Community Assistant PTA Executive Board
Advisory assignments that allow students to reflect on how leading community meetings and conducting community service projects impacts their learning.	All students	All year	Grade Team Leaders Advisors

Part 4 – Resources Needed

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

Community-based Organizations that will allow students to conduct service projects.
Transportation for students to and from community service projects.

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		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:

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.

By February 2015, all advisories will have conducted at least one service project and led one community meeting.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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 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.

NSQR:

- What the school does well
 - An instructional focus on collaboration, mastery learning and inquiry-based units referencing essential intellectual skills builds academic and personal behaviors, resulting in a strong student voice heard in advisory, community meetings, and fairness hearings. (1.4)
- What the school needs to improve
 - Revise curriculum materials so that they continue to be reflective of the instructional shifts but more clearly spell out how all learners have access to the content and learning activities through questioning and variations in process, product or content. (1.1)
 - Build teacher capacity to use research-based strategies to provide multiple entry points into the Common Core Learning Standards-aligned curricula so that all students, including English language learners and students with disabilities, are engaged in challenging tasks. (1.2)
 - Adjust curriculum and instruction so that teachers set instructional goals and more closely target the needs of all students based on data not only from uniform benchmark assessments but also from a variety of formative assessments. (2.2)

School Quality Snapshot:

- 86% of students earning 10+ credits in 1st year
- 72% of students in school’s lowest third earning 10+ credits in first year
- 95% Survey satisfaction-Instructional Core
- 100% of peer range and 91% of city range Survey Satisfaction - Systems for Improvement

Strengths

- Teacher teams meet often to discuss operational and instructional issues.
- Curriculum is refined to meet the needs of students with disabilities and English Language Learners by special education and ESL teachers.

Priority Needs

- Use teacher teams to revise curriculum to support the development of skills needed for Performance-Based Assessments
- Create goals for students and monitor student achievement of said goals
- Develop new curriculum for new grade levels

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 January 2015, all teachers will meet in grade teams to set or modify instructional goals for students based on interim assessments and formative assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will use 80-minute PD block and NSRF protocols to focus work during teacher team meetings. Teachers will also focus on a targeted group of students for inquiry work.	Teachers	All year	Team Leaders Principal
Overage/under-credited SWD and ELLs will be included in the list of focus students.	SWD ELLs	All Year	Grade and Department Teams
Advisors of overage/under-credited, SWD teachers, and ESL teachers will make contact with the parents of these students to keep them informed.	Parents of targeted students	All Year	Advisors of overage/under- credited SWD teachers ESL teachers
Grade team leaders will report where teachers need support. The principal will work with ISA coaches to provide teachers with the support that they need to improve student outcomes.	Teachers	All year	Grade Team Leaders Principal ISA Coaches

Part 4 – Resources Needed

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

ISA Coaches to support the proficiency of teachers at running their team meetings.
Parent Engagement time to facilitate parental communication
SBO to early release students on Fridays for PD block.

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
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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:

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.				
By November 2015, all teachers will have met in grade teams to set or modify instructional goals for students based on interim assessments and formative assessments.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	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 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.

NSQR:

- What the school does well
 - An instructional focus on collaboration, mastery learning and inquiry-based units referencing essential intellectual skills builds academic and personal behaviors, resulting in a strong student voice heard in advisory, community meetings, and fairness hearings. (1.4)
- What the school needs to improve
 - Revise curriculum materials so that they continue to be reflective of the instructional shifts but more clearly spell out how all learners have access to the content and learning activities through questioning and variations in process, product or content. (1.1)
 - Build teacher capacity to use research-based strategies to provide multiple entry points into the Common Core Learning Standards-aligned curricula so that all students, including English language learners and students with disabilities, are engaged in challenging tasks. (1.2)
 - Adjust curriculum and instruction so that teachers set instructional goals and more closely target the needs of all students based on data not only from uniform benchmark assessments but also from a variety of formative assessments. (2.2)

Strengths

- As part of the NY Standards Consortium, the principal has multiple opportunities to visit other schools and learn from experienced principals and faculties. These visits also help facilitate connections between teachers.
- Teacher teams meet often to discuss operational and instructional issues. These meetings include teachers discussing action research on new strategies.

Priority Needs

- Develop a process by which the school backwards plans from PBATs to assessments to be used with younger students.
- Create goals for students and monitor student achievement of said goals.

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, the principal will visit two schools and bring back two practices (instructional or social emotional) from each to implement as part of the school’s program.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <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			
Work with the network to identify schools with structures and systems related to our school goals. Visit schools and discuss practices with the host school principal.	School Leaders	Fall and Spring	Principal
Speak with principal and faculty about how they support students with disabilities, ELLs, and other high need student groups. Look for examples of these practices in action at the school and speaking with students and teachers about how these practices impact their work.	School Leaders	Fall and Spring	Principal Network Schools
Invite parents to visit one of the network schools with the school leader. Teacher letters home to parents discussing how these practices will be used at the school. Discussion of visits and practices with the SLT and PTA.	Parents	Fall and Spring	Parents Teachers Principal
The principal will bring the ideas from other schools to the staff and the parents, however the staff and parents will identify how to best implement practices through action research.	School stakeholders	Fall and Spring	Parents Teachers Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time for the school leader to visit other schools Schools that are open to visits and sharing practices

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		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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, the Principal would have visited one school and brought back two practices for action research.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe		Yes	No

specified?				
32. 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 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. |

Strengths

- The school currently has partnerships with ISA, North Shore-LIJ, and Hofstra University.
- Two local organizations provide mentoring for students on select Saturdays.

Priority Needs

- Develop partnerships to focus on academic needs of students (i.e. SAT Prep, College Now)
- Develop more partnerships for mentoring opportunities for students.

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 2014, 20% of students will be involved with community based programs held at the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <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			
Outreach to personal and professional networks to identify programs available in the community.	Community-based Groups that provide programs for high school students	All Year	School staff ISA Coaches Community Assistant

Students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) will be recommended to participate in these programs.	SWD, ELLs, high need subgroups	All year	Advisors Guidance Counselor Community Assistant
Workshops at new student orientation, PTA meetings, and Parent-Teacher Conferences. Messages sent home through weekly folder.	Parents	All year	Advisors Guidance Counselors Community Assistant
Programs will report activities with students to the school.	Community Programs School Community	All Year	Program Liaisons Guidance Counselor Principal Community Assistant

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Permits and space for use on Saturdays Staff members to supervise or facilitate between the school and the CBOs

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		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:				
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.				
By February 2015, 10% of students will be involved in at least one community-based program.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Not reaching proficiency on school assessments	Achieve 3000 for reading support Acceleration classes to support struggling students	Individual Small group Tutoring	During school, after school During school After school
Mathematics	Not reaching proficiency on school assessments	Acceleration classes to support struggling students	Individual Small group Tutoring	During school, after school During school After school
Science	Not reaching proficiency on school assessments	Acceleration classes to support struggling students	Individual Small group Tutoring	During school, after school During school After school
Social Studies	Not reaching proficiency on school assessments	Acceleration classes to support struggling students	Individual Small group Tutoring	During school, after school During school After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Not reaching proficiency on school assessments Repeatedly violating community norms.	Counseling by the guidance counselor Student Academic Intervention Contracts	One-to-one Small Group	During the school day 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.					
	Schoolwide Program (SWP)	X	Targeted Assistance (TA) Schools		Non-Title I

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.

The staff uses our personal and professional connections to identify highly qualified candidates to work at the school. As an ISA, North Shore-LIJ, and Hofstra University partner school, we advertise for open positions through these institutions. We also attend various recruiting fairs allowing us to choose from a varied and highly qualified candidate pool. We have student teachers from Hofstra and Queens College come do their mandatory teaching practicum at our school. As a result we will be able to hire a great number of highly qualified graduates. We are a member of the New York Performance Standards Consortium, which provides our teachers with professional development opportunities outside our school in the form of subject area workshops, networking, and inter-visitations. Moreover, being a member of the consortium means we are part of the group's list serve which allows us to advertise positions to other consortium schools and staff.

Our school has a hiring committee which follows thoughtfully developed protocols and interview guides in our search for highly qualified and talented staff. The committee is comprised of the school leadership as well as veteran and new teachers. Qualified candidates must pass through several rigorous stages before being hired. First, candidates are screened in a phone interview by a committee member. Subsequently, desirable candidates are invited to a personal interview with the committee at the school where they also receive a school tour. Finally, our top candidates are invited to demonstrate their teaching abilities and skills interacting with students at a demo lesson. We have found that this process has ensured the recruitment of the best possible staff.

Staff at IHPCH participates in weekly school wide professional development meetings to discuss, among other things, teaching strategies, curriculum design and methods for effectively working with individual students. With the addition of JumpRope, which allows us to track each individual student's skill and content mastery across assignments, units, semesters, and from year-to-year, we believe that we will be able to attract teachers who share our commitment to addressing the particular skill and content needs of every student. This is offered to teachers who wish to obtain certification or extensions in other subject areas or for teachers' general development.

Finally, school leadership matches teachers' professional goals with coaches from the Institute for Student Achievement, allowing teachers to work with a coach whose area of expertise is in areas where the teacher wants/needs to grow. Through the teacher team structure, teachers are also able to take ownership of school practices which keep them invested in the school's continual improvement.

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).

In addition to the professional development opportunities described in the previous section, the IHPCH faculty participates in the following professional development to enable all students to meet CCLS:

1. Curriculum Review: Humanities and STEAM Departments hold curriculum review meetings in the fall and the spring semesters using the NSRF Tuning protocol and Tri-State Rubrics. This includes a review of common core aligned scope and sequence in departments and insures that every curriculum plan is designed around students demonstrating mastery of CCLS and the school's core values.
2. Analysis of Lesson Plans, Assessments, and Student Work: In departments and grade teams, teachers together review and analyze lesson plans, assessments designed by teachers, and student work, in connection to data on student mastery of skills and content aligned to the CCLS. The faculty uses the Tuning Protocol and Tri-State Rubrics to evaluate the lesson before it is taught. After the lesson is taught, the faculty uses the Consultancy Protocol to evaluate the lesson's success based on student work.
3. Inquiry Teams: 100% of teachers will engage in inquiry work to pursue a problem of practice, connected to the CCLS, unique to their classroom using the Tuning and Consultancy protocols.
4. Jumprope: Jumprope is our student information system used to track student mastery of CC aligned content and skill standards. PD insures that teachers know how to accurately report student mastery of content and skill standards; how to use Jumprope to identify student performance on skill and content standards; and use this data to inform instructional decisions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

The TA program funds Acceleration classes before and after school to provide struggling students with extra support in their core academic areas. The funds are also used to purchase books for a literacy lab to support the literacy needs of struggling students.

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).

TA funds are used to purchase resources to support students and pay teachers to provide extra help and additional support.

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.

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 codes¹. 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 consolidated². **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			
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			

¹Explanation/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.

²The **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) Template

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

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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 promptly 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 29	Borough Queens	School Number 243
School Name Institute for Health Professions at Camb		

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	4	0	0	1		1	1			6

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		
Total	4	0	0	1	0	1	1	0	0	6
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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 _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the ISA Benchmark Assessments and the baseline assessment given through Achieve 3000. The school does not have any data as it is a brand new school that opened its doors, as of September 2013.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There are no data patterns based on the limited number of students that we have. they each have unique needs. The school does not have any data as it is a brand new school that opened its doors, as of September 2013.

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

The state did not release the 2013 NYSESLAT scores in combined modalities.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The school does not have any data as it is a brand new school that opened its doors, as of September 2013.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

We utilize learning targets that include a language component to address the needs of the students The school does not have any data as it is a brand new school that opened its doors, as of September 2013.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We look at their levels of mastery on a set of the CCLS that we are using in each classroom. The school does not have any data as it is a brand new school that opened its doors, as of September 2013.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
New students and their families meet with the ESL Coordinator and complete the HLIS. If necessary, she administers the LAB-R. Completed HLIS forms are placed in the student's cumulative file to become a part of the student's permanent record. Based on the HLIS and the LAB-R, the family is sent an entitlement letter and presented with their program options. student is scheduled in a section that is cotaught by an ESL teacher.
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
When the families meet with the guidance counselor, they watch the videos available on the DOE website in the language of their choosing. The school uses a bilingual teacher or contacts the Translation and Interpretation Unit to communicate the choices with the parents.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

We call the parent and have them return the information when we meet with them to describe the program their child will be in. We make use of the translation unit for families who do not speak English.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Paste response to question here: We use the translation unit to help us communicate with the parents. The students are placed in a section with our other ESL students. We explain the types of support the student will receive from the content and ESL teachers.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here: New school. We have not administered this yet. The school will follow proper guidelines to ensure that the ELLs take all four parts of the NYSESLAT in the spring of 2014.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
New school. Have not been through this process before.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions here: The school primarily uses a push-in model for delivering instruction to ELLs, however the ESL teacher has discretion to pull students out of noncore classes for additional support. Our students are programed as a block and travel together. The group is heterogeneous.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Classes meet for one hour per week, thus students receive 300 minutes of ELA instruction per week. The ESL teacher works three days per week and pushes into english, math, science, and social studies classes. She services students for a total of 720 minutes

per week through her work in those classes, which contain all of the school's ELLs. The ESL teacher differentiates the lesson material and provides support for the ELLs by helping them develop vocabulary and background. The ESL teacher uses the content as a vehicle for delivery of language instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Paste response to question here: N/A

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

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

6. How do you differentiate instruction for ELL subgroups?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

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

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

Math:				
Science:				

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

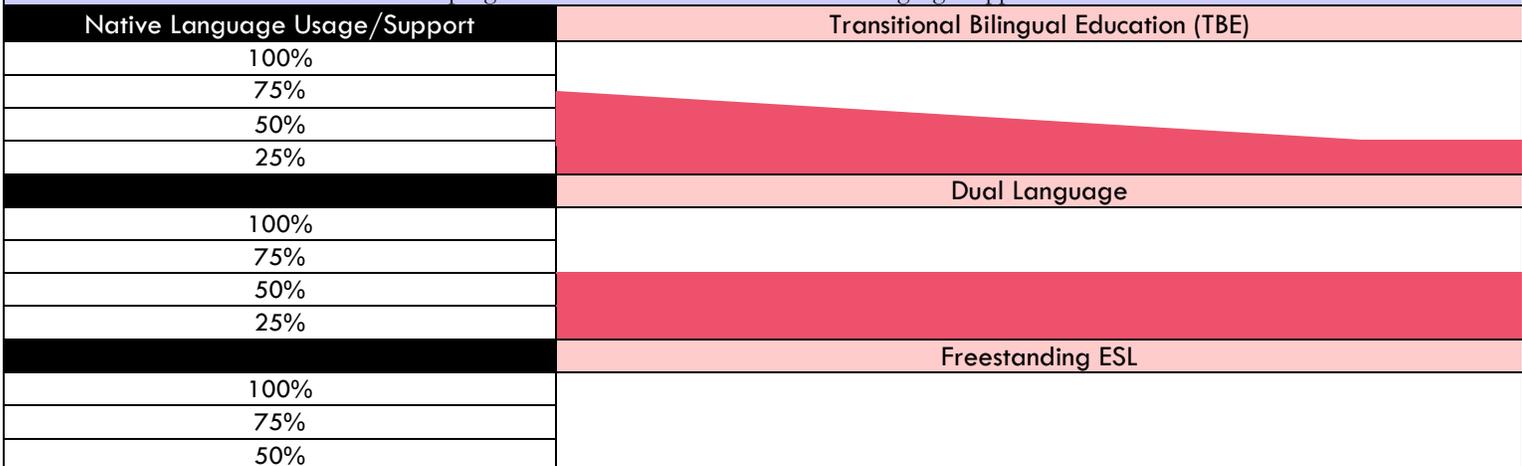
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All interventions are offered in English. Students are pulled out of physical education for targeted workshops that address their needs based on NYSESLAT results and teacher observation. In addition, the ESL teacher pulls students out of class and supports them by teaching them language skills through the content covered area. Teachers use translation services (i.e. Google Translate) to communicate with students in their native language.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ELLs at the school are developing their own dictionaries that catalogue the learning that they are doing. We use performance tasks and interim assessments modeled on the NYS Regents Exams to assess our students progress through the curriculum. In addition, using mastery-based grading, students are provided multiple opportunities to demonstrate master on content and language standards.
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: Creation of a seminar class specifically to support the language needs of ELLs.
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here: None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: We offer content area tutoring four days per week after school. The ESL teacher provides support for the students two days per week after school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Teachers use Google Translate to translate articles for beginner ELLs. The ESL teacher modifies texts in the content areas for the students by simplifying vocabulary or creating graphics that portray the meaning. The school also uses Achieve 3000, Discovery Learning, NBC Learning, and Gale Cengage. These resources allow students to access materials in multiple modalities while having english subtitles to support their development.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here: Students are provided with dictionaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Support services are adapted from the curriculum used with all students. this ensures that ELLs are using resources that are the same or similar to what is used for all other students. This includes the subject matter of literature used with ELLs (i.e. ELLs are not reading children's picture books).
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here: We have a Newcomers Club that helps support students who are new to the country. This includes a mixture of English speaking newcomers and ELLs, which provides ELLs with the chance to practice their language skills.
18. What language electives are offered to ELLs?
Paste response to question here: None.
19. For schools with dual language programs:
 - 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)?
Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

The Principal facilitates a school wide freshman orientation day in August to ensure that all parents and students are knowledgeable of all our programs and to assure equal access to all.

The ESL Coordinator ensures that letters to parents are translated in the home languages.

The Guidance Counselor and ESL Coordinator facilitate New Admit Parent Orientations in August and on-going as necessary.

The Principal facilitates the monthly Parent's Association meetings that address the specific issues and concerns of all parents.

We have added Jump rope, a data management system, which gives all parents' access to their child's grades and attendance data.

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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