

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X413

School Name:

HIGH SCHOOL FOR MEDICAL SCIENCE

Principal:

WILLIAM QUINTANA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle / High School School Number (DBN): 09X413
School Type: Screened Grades Served: 6-12
School Address: 240 East 172 Street, Bronx, NY 10457
Phone Number: 718-410-4040 Fax: 718-992-4129
School Contact Person: William Quintana Email Address: wquinta@schools.nyc.gov
Principal: William Quintana
UFT Chapter Leader: Patrick Griffin
Parents' Association President: Constance Adjei
SLT Chairperson: Orlando Avila
Student Representative(s): Mariel Pimentel

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-3923

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: CFN-536 Network Leader: Gerard Beirne

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)
William Quintana	*Principal or Designee	
Patrick Griffin	*UFT Chapter Leader or Designee	
Constance Adjei	*PA/PTA President or Designated Co-President	
Romeo Rotgans	DC 37 Representative, if applicable	
Mariel Pimentel and Derek Vasquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N / A	CBO Representative, if applicable	
Orlando Avila	Member/ UFT / SLT Chair	
Shirley Ithier	Member/ CSA	
Erwin Serrano	Member/ Parent	
Paul La Pierre	Member/ Parent	
Joselyn Beato	Member/ Parent	
Ernesto Corona	Member/ Parent	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	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

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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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 school is a premiere middle/high school in the Morrisania section of the Bronx servicing children with a desire to enter the field of medical science and health careers. This school offers a standards-based curriculum with embedded courses in science that prepares students to enter the college of their choice. In collaboration with CUNY, TOURO College, and the Harlem Children Society, students have the opportunity to shadow health care professionals during the school day, after school, and on weekends. Students do research under the supervision of trained medical personnel and in our two science labs. These labs include a Forensic Medicine lab equipped with all the supplies to perform college type advanced science research projects. There is also collaboration with Bronx Community College, Hostos Community College, and Lehman College for a College Now Program that offers students the opportunity to take Medical terminology, Pre-Calculus, Chemistry Informatics, Psychology, Sociology, Expository Writing, and Community Health during the school year.

The High School for Medical Science was established on September 2002 to fill the need for a school featuring a medical science program in our area. The school is one of seven theme-based schools at the William Howard Taft Educational Campus. We had 45 students in our inaugural year, 99 % of them Level I for Reading and Math, and twenty of them graduated in three years; this accomplishment was the beginning of our schoolwide accelerated three years graduation track. The school expanded its services to 6th graders under the umbrella of the ***Dr. Mary E. Walker Medical Science Academy***. The Walker Medical Science Academy accepted its first 6th grade class of 35 students on September 2005 with the mission to make them competitive to attend the high school of their choice. The school has continued its screening admission process for all grades and it is now a fully grown 6-12 educational institution. Recently, the school neighborhood has experienced large waves of immigration from the Caribbean Islands (mainly the Dominican Republic), Central America, and Africa; our school is a viable choice for this community.

The mission of the school is to graduate well-articulated students with the skills to make them competitive to be accepted and succeed at the college of their choice. Everyone at the school is committed to equip all our students with the math, science, reading, writing, technological, and interpersonal skills that will open the doors to higher education. The school's rigorous curriculum and our internship program expose students to the medical and health professions at an early age and motivate them to choose a career in one of those disciplines. The High School for Medical Science and the Dr. Mary E. Walker Medical Science Academy provide a caring educational community where students are exposed to a variety of medical sciences. By the end of their senior year, students make a contribution to the health of our school's community.

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

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>To improve the Four Year Graduation Rate by 2.0% from 83.1% in 2014 to 85.1 in 2015.</p>

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>
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			
Guidance counselors will target under credited students at the beginning of each school year and individualized senior checklists will be discussed with them and their parents.	Undercredited students	End of each marking period	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal
Programming targeted seniors for prep and remedial classes or after-school/Saturday instruction. A Regents Prep	Tudents needing	End of each	Dedicated guidance counselor/grade

component will be also taken into consideration	Regents for graduation	marking period	advisor/APPPS/Attendance Committee/Parent Coordinator/Principal
Finding alternative placement sites where the students can make up missing credits.	Undercredited students	Sep-Jan and Feb-May	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal
.Parents will receive periodic reports to help them monitor their children's progress	All seniors	Nov-May	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Super Senior Checklists and Progress Reports • Report Cards • Regents Results • End of year graduation statistics • Cohort Data

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

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.				
Marking period end dates and review of Scholarship Reports				
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the Incident Location Analysis: Level 1-5 Incidents for our school provided by OSYD, we are committed to reduce the Level 4 and Level 5 infractions. The “Incident Level and Infraction Summary” for our school provided by the Office of safety and Youth Development through their Online Occurrence Reporting System showed 9 Level 4 infractions and 1 Level 5 infraction by June 2014.

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.
 Level 4 and 5 infractions at the HSMS will be reduced by 20.00% from 10 on June 2014 to 8 on June 2015.

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"> 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 			
Behavioral intervention and NYCDOE Discipline Code seminars will take place with targeted groups.	Students with Level 3 infractions	Sep-Jun	Deans, guidance counselors, grade advisor, APPPS, Parent Coordinator, Principal

Part 4 – Resources Needed

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

Deans' records.

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.

N/A

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.

Weekly and monthly "Incident Level and Infraction Summary" reports provided by the Office of safety and Youth Development through their Online Occurrence Reporting System.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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| 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. |

AIS data throughout the years indicate the need to target individualized and custom crafted programs for groups of students based on their particular graduation needs.

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.

Develop a Response to Intervention team by June 2015. The RTI Team will outline a protocol for identifying and sorting students to ensure that interventions are matched strategically to student needs.

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>
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			
Use progress monitoring to confirm students’ risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student’s response to the Tier 1 core instructional program.	Identify students who fall below the established cut-point or benchmark.	September and February	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal
Use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention of ELLs and students with special needs.	ESL and SPED students	September and February	Dedicated guidance counselor/grade advisor/APPPS/ESL and Foreign Language Teachers/SPED Teachers/SBST/Parent Coordinator/Principal

Use ESL methodology in all three tiers (support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties).	ESL	Sep-Jun	Dedicated guidance counselor/grade advisor/APPPS/ESL and Foreign Language Teachers/Parent Coordinator/Principal
Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.	All at risk students	Sep-Jun	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal

Part 4 – Resources Needed

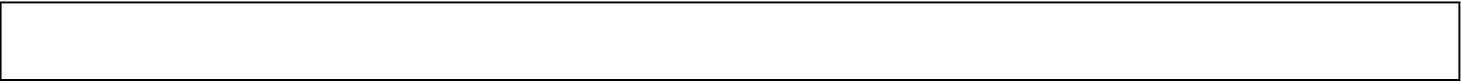
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
RTI Team list, operating procedures
Lists of students served
Agendas of school based RTI team meetings
Screening results
Cut-scores are established that identify students who are performing at benchmark, at-risk and seriously at-risk levels.
Related service provider logs
Screening calendar
Network RTI training agendas

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

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.				
Marking period end dates and review of Scholarship Reports will guide the RTI to recommend additional or changing in programming for targeted students.				
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.
<ul style="list-style-type: none"> • Supplementary/remedial classes • Regents Prep • Review of Cohort • Identification and constant monitoring and follow-up of target population • Individual Student Plans 	

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>To improve the Six Year Weighted Diploma Rate by 2.0% from 220.1% in 2014 to 222.1% in 2015.</p>
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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			
Guidance counselors will work their way up by grade levels at the beginning of each school year; they will meet with students and parents to discuss a Graduation Passport and to plan the roadmap for a Regents Diploma or Advanced Regents Diploma.	All Seniors	September	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal
Guidance counselors will meet with students and parents to discuss a Graduation Passport and to plan the roadmap for a Regents Diploma or Advanced Regents Diploma	All Seniors	October and March	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal

. Guidance counselors, SBST, ESL and SPED Teachers will hold case conferences targeted to meet the needs of English language Learners and students with IEP or 504's.	ESL and SPED Seniors	Sep-Jun	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal
Parents will receive periodic reports to help them monitor their children's progress	All Seniors	Nov - May	Dedicated guidance counselor/grade advisor/APPPS/Attendance Committee/Parent Coordinator/Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Senior Checklists and Progress Reports • Report Cards • Regents Results • End of year graduation statistics • Cohort Data

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

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.				
Marking period end dates and review of Scholarship Reports				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
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

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

The credit accumulation of College Ready Courses merits to increase year after year.

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.

Increase the 4-Year College Readiness Index by 2.0% from 50.8% in 2014 to 52.8% in 2015.

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			
College Now credited courses to be widely implemented	All students	Sep-Jun	Dedicated guidance counselor/grade advisor/APPPS//Parent Coordinator/Principal

Part 4 – Resources Needed

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

adjustments, etc.
<ul style="list-style-type: none"> • Progress Reports • Report Cards • Regents Results • Cohort Data

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

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.				
Marking period end dates and review of Scholarship Reports				
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)	Grades 6-8: Students performing at Level 1 or Level 2 on NYS ELA. Grade 9: Students who performed at Level 1 or Level 2 on NYS Grade 8 ELA. Grades 10–12: Students who scored below the approved passing grade on the ELA Regents.	Repeated Readings, Interactive Writing	Small Group / One to One	After School Portfolio
Mathematics	Grades 6-8: Students performing at Level 1 or Level 2 on NYS Math. Grade 9: Students who performed at Level 1 or Level 2 on NYS Grade 8 Math. Grades 10–12: Students who scored below the approved passing grade on the Algebra Regents.	Differentiated Learning Flexible Grouping	Small Group Tutoring	After School Reduced Teacher Student Ratio
Science	Grades 6-9: Students who scored below the approved passing grade on a science course after the 1 st marking period. Grades 10–12: Students who scored below the approved passing grade on the Liv. Env. Regents.	Differentiated Learning Flexible Grouping	Small Group Tutoring	After School Portfolio / Saturday School for H.S. Credit recovery / Saturday School for M.S. Regents Review
Social Studies	Grades 6-9: Students who scored below the approved passing grade on a social	Differentiated Learning Flexible Grouping	Small Group Tutoring	After School / Extended Day for Credit Recovery

	<p>studies course after the 1st marking period.</p> <p>Grades 10–12: Students who scored below the approved passing grade on the Global or USH Regents.</p>			
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students with IEPs at risk of not being promoted and all of those at risk of not graduating.</p>	<p>Transcript Review / Exit Interviews / Crisis Counseling / Parent Meetings for LTAs and PIDs, and pending grads</p>	<p>Group Counseling / One to One / Counseling Lessons</p>	<p>After School / On-Going Sessions</p>

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

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).
<p>Professional Development of staff is at the heart of making the High School for Medical Science a learning community of professionals that are working to build capacity among staff stakeholders in an effort to improve outcomes for all students. PD activities are ongoing throughout the school day and the school year and can generally be divided into three types; off-site, in-house and on call. In house PD opportunities generally take the form of meetings during a universally assigned Professional Development period (7th for the 2014-2015 school year) such as the PLT or the Professional Learning Team which includes the entire UFT staff and meets every Wednesday, GRT or Grade Level Teams, which meet on Mondays to discuss common concerns, expectations and best practices amongst teachers of a particular grade, and CAT or Content Area Teams, which meet Thursdays to discuss departmental matters such as curricula content and unpacking of standards. In addition to these regular standard meetings, staff also partake of 'specialty' meetings such as IEP or Curriculum Planning as needed throughout the year. Teams follow standard protocols in meetings such as creating agendas, collecting signsheets and rotating responsibilities to facilitate, gather data, set goals, and develop measureable strategies for improvement. PLT topics are set by the administrative staff after reviewing cumulative Advance teacher rating data, internally produced teacher surveys and Citywide Instructional Expectations. PLT meetings have a different Danielson Framework for Teaching component focus every month employing differentiated practices to present material such as watching videos, reading selections, pair discussions and whole group presentations. Off-site and on-call professional development opportunities are generally provided by the NYC DOE or our partners at the CFN. Examples of DOE PD include Advance trainings offered to administrators and teacher</p>

leaders at the city-wide level and webinars on testing or HR matters. The CFN offers supports in trainings offered to specific parties such as Guidance Counselors and Paraprofessionals during citywide PD designated days and site visits by support Specialists. On call site visits generally take the form of staff presentations on matters such as writing IEP goals and Present Levels of Performance or to specifically work alongside teachers in developing plans, aligning CCLS tasks, developing effective performance tasks and so on. Examples of topics covered in PLT PD include; effective questioning, Depth of Knowledge, SMART goals, learning targets, instructional shifts to the common core, UDL, student engagement and assessment in instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N / A

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.

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

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

have done well and how to improve their work further, especially when work is displayed

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	358,996	X	9, 13, 16, 18
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	2,645,452	X	8-19

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)

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. The **Bronx High School for Medical Science**, 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. The **Bronx High School for Medical Science** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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 William Quintana	Assistant Principal Shirley Ithier
Coach type here	Coach type here
ESL Teacher Illiannette Cirino	Guidance Counselor Lynette Ortiz
Teacher/Subject Area Cesar Florez	Parent Victor Quarshie
Teacher/Subject Area type here	Parent Coordinator Antonio Melendez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	465	Total number of ELLs	19	ELLs as share of total student population (%)	4.09%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	6	0	2	9	0	2		19

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	6	0	2	9	0	2	19
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	5	1	4	1	1	1	15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	0	0	0	0	0	3
TOTAL	0	0	0	0	0	0	3	7	2	4	1	1	1	19

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	1	0	0	0	0	0	1
Intermediate(I)							2	2	2	0	0	0	0	6
Advanced (A)							1	4	0	4	1	1	1	12
Total	0	0	0	0	0	0	3	7	2	4	1	1	1	19

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	3	0	0	0	3
7	6	1	0	0	7
8	2	0	0	0	2
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools used to assess the literacy skills of ELL students are the NYSESLAT (using modalities) , LAB-R and City Wide Reading/Math exam report as well for middle school students and incoming 9th graders. That data acquired through these assessment tools helps the teachers collaborate and create strategies that will help students improve in the areas of word sentence reading,

passage comprehension, and sentence completion. In turn building skills in the four areas of testing reading, writing, listening and speaking in order to reach proficiency. All data collected from assessments is used for programming and planning. Teachers are able to identify the needs of the students and appropriately plan for the upcoming school years addressing all content areas for student improvement. HSMS has 19 ELLs out of those 19 - 12 are Middle School students grades 6-8 and 7 are High School students grades 9-12.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The higher the proficiency level reflected on both the LAB-R and NYSESLAT, the higher the grades for ELA and Social Studies will be.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Listening and Speaking proficiencies are usually higher than reading and writing levels, therefore, infusing reading and writing across the curriculum is a must in order to bridge the gap exhibited by the NYS modality and scores. Using the the data collected allows for targeted programming and differentiation in instruction.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) Data seems to indicate that the performance of ELLs when taking exams in their Native Language are higher than when they take tests in English.

b) By using the students proficiency level in order to structure students schedules and increase instructional time in ELA content.

c) Data shows a proficiency level and the school customizes the students schedule according to their level.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
HSMS is a 6-12 school. In the Middle School grades we use RTI to provide the students with home work help and building skills in areas of weakness that will allow them to work at the same pace as the students in their grades. The NYSESLAT modalities , LAB-R and State Exam levels are used to assist teachers to properly prepare to work with their students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All ELLs receive extended time for testing NL exams for all except English, grouping within the classroom and pull-out from the ESL teacher. The school progress Report shows the increase/decrease in the percentage of students meeting higher standards in the lowest 3rd for every year. This allows for better planning and the use of strategies that work and the need to build on those that have not produced the desired results.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

HSMS has Free Standing ESL program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The purpose of the ELL program at the High School for Medical Science & The Dr. Mary E. Walker Medical Science Academy is to help students continue to progress academically while they are developing stronger English language Skills. This is accomplished via pushin and pullout sessions with a highly effective ESL teacher as well as specialized instruction for students with special needs. Smaller instructional groups and differentiated instruction materials to help students access learning and building skills in order to meet NYS Common Core Learning Standards.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
As part of enrolling a student, a Home Language Survey is filled out by the parent or guardian. If the Home Language Survey indicates that a language other than English is spoken at home, the procedure to determine a student's eligibility begins. The Parent Coordinator Mr. Melendez administers the HLIS and conducts the informal Oral interview and formal initial assessment in English and in the Native Language if it is Spanish. (Other languages are conducted with the assistance of a translator provided by the DOE). The Department of Education Translation and Interpretation Unit provides over the phone interpretation services at 718- 752-7373. A language Identification Guide is kept in the Pupil Personnel Office and the Main office to assist Parents/Guardians in the identification of Language spoken. A student may be identified as an ELL by previous enrollment in an ELL program, or after being administered the Language Assessment Battery-Revised (LAB-R). All students entering the public school system for the first time are administered the LAB-R within the first 10 days of admission. Parents of an eligible student receive a letter within 10 days of enrolling their child. If parents declines the services offered, they are asked to sign a letter requesting their child be withdrawn. Once this information is collected Ms. Cirino the ESL teacher/ELL service provider administers the exam.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Medical Science offers a Free Standing ESL program as per our CEP students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL service periods by highly a qualified and certified ESL teacher. As a screened program students entering our school have already been categorized in regards to ELL status. However, if a parent or a teacher expresses concerns over a particular child's language proficiency, the ELL liaison is outreached for testing, placement purposes. This process is encouraged within the first 10 days following the same model as if a student is new to the state or to the NYC Department of Education for the first time. The following structure is in place to ensure that parents understand the ELL program available at HSMS is a Free Standing ESL Program. When students come to our school, the family meets with the Parent Coordinator Mr. Melendez who is a provisionally certified New York State Guidance Counselor along with the ELL Liaison/Guidance Coordinator, Ms. Ortiz, a permanently certified New York State Guidance Counselor & Bilingual Admin PPS certified. The ESL teacher/ ELL Service Provider Ms. Cirino, who holds an permanent certification to teach ESL in NYS is then introduced to the parent and the student. The Parent Coordinator Mr. Melendez, then informs parents of the program available for their youngsters. This occurs when the child is first enrolled in our school. Information sessions are held twice a year (one in the fall and one in the spring) or on a as needed basis, where parents are then shown the parent-choice video in their native language.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Once a student is identified as being entitled to receive ELL services, the ELL Liaison works along side the Parent Coordinator to ensure that entitlement letters are sent out and received by the child's parent/guardian in compliance with the CR-PART 154 which requires that ELL students receive appropriate services in order to acquire and develop English language skills and meet the standards in the core subjects expected at their grade and age levels. Mr. Melendez, the Parent Coordinator is responsible for ensuring that the entitlement letters are distributed during the parent information sessions which take place twice a year, once in the fall and once in the spring and also through the mail if parents are unable to attend. We make every effort to meet with each parent. In cases such as these it is necessary to set up individual meetings during the school day to ensure that they receive proper information about the Free Standing Program at HSMS. Parent Survey and Program Selection forms are returned in the following ways: parents are encouraged to complete and submit the Parent Survey and the program selection form at the information sessions or at their individual meeting. We provide entitlement letters, parent survey and program selection form to parents by mail. In addition, Mr. Melendez facilitates a meeting where parents view the Orientation DVD for Parents of English Language Learners in their native language if possible. At the same time parents receive a copy of the Entitlement Letter in their native language. We make every attempt to have translators available at these meetings. The entitlement letter describes the Freestanding ESL Program which is the only one of the three program choices available at HSMS. Parents are encouraged to ask questions about the program and their questions are answered by Ms. Ortiz the ELL Liaison/Guidance Coordinator. A parent meeting is held at the beginning of the year as well as on a one-on-one basis for parents who are unable to attend.
Mr. Melendez, ensures documents to ELL parents are returned through parent outreach (phone calls, letters and Parent Association meetings) that all parents return all forms. Mr. Melendez calls parents and send the program surveys and program selection form home in the mail in case the forms were misplaced. Mr. Melendez calls to follow up with parents as well.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once the identification of ELL's occurs, student placement decisions are made through a holistic profile summarizing results of

multiple assessments , such as tests, classroom assessments, interviews and teacher observations. Once the parent/guardian is notified of the child's entitlement, orientations are arranged and held for parents to gain the necessary knowledge of programs available to their child within the school they are attending materials are provided in the parent's home language which will indicate the program the parent has chosen (in our case Free-Standing ESL) for their child. Parents are also informed of when students may exit from ELL programs and transition to monolingual English instruction without ESL services. They are informed how the NYSESLAT determines whether they tested out or not. The criteria used to place identified ELL students in ESL instructional programs is as follows: The ESL students that we serve come from many countries and speak a variety of languages. We serve all of our students through a Freestanding ESL program. Parents or caretakers agree to this instructional model through the parent selection forms given to parents at the beginning of the year when students are enrolled in our school. If parents are unable to communicate in English we provide a translator to assist with communications by contacting the DOE translation unit. When necessary, we provide written communication in the child's native language. After the information sessions, we receive back the program selection forms and the parent surveys, we give the child the continued entitlement letters as well as mail continued entitlement letters home to ensure that parents receive them.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- HSMS offers ELLs a Free Standing ESL program as per our CEP, students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL periods by certified ESL teachers. Parents/Guardians are aware of the fact they are entitled to choose a different program at another school as per NCLB. Parents choose to remain at HSMS based on the trends in program choice for the school. The program models offered at HSMS are in alignment with parent requests by providing the students with the support and resources they need to become proficient in English allowing them to exit the ELL program into monolingual English classes. We continue to work at building a strong ELA curriculum as a foundation for English Language Arts Instruction and English as a Second Language. Instruction is continuously aligned for ELLs with ESL performance indicators and learning standards as well as grade level indicators in all content areas as well as ELA. We continue to emphasize the need for technology as it is incorporate into instruction in accordance with NCLB. In order to ensure that these and other efforts to continue providing quality service to our students on-going training is arranged, periodic reviews of student data is continuously encouraged as we analyze achievement data to continue strengthening our differentiated instruction for ELL students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

At HSMS our certified teachers deliver instruction through a) Push-In (Co-teaching)/Pull-Out (Individual & Group) in the Middle School 6-8 and within a Self-Contained setting for High School grades 9-12. b) The program models are designed to adequately service our ELL population where the Push-In/Pull-Out students are grouped Heterogenously having varying proficiency levels, the Self-Contained students are grouped regardless of grade into on class during assigned period.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

As per CR-Part 154 ELA is the foundation for NLA, ESL and ELA curricula. HSMS assigns the required units of study to ensure alignment with program models required and delivery of services. For grades 6-8 - 2 units of English Language Arts are provided at a Beginners Proficiency level in ESL, Students at an Intermediate Proficiency level receive 2 units of ESL instruction, at the Advanced level of proficiency students receive 1 unit of ESL and 1 unit of ELA. Each content area provides the following: English Language Arts which has daily literacy blocks (2 pds dly/ 10 pds wkly) utilizing the modle of balanced literacy, leveled classroom libraries for all students and incorporated into their classroom intruction. The Mathematics program model of instruction has (2 pds dly/ 10 pds wkly) and is fully aligned with the requirements for the NYS Department of Education and CCLS.The math program implemented is the mathematics completeness currilcumum which employs the methodolgy of scaffolding excercises and the "Pedegogy of the 7-techniques'. Students work on the presentation of problems, they engage in samll group exploration and investigationas well as sharing with peers and teachers. Students work on the presentation of problems, they engage in small group exploration and investigation as well as sharing with peers and teachers. The Science program model is also fully aligned with the New York State Learning Standards (NYSLS) as well as the NYC standards. HSMS uses Prentice Hall for Chemistry with lab. Grades 11 and 12 complete a one year sequence in either Environmental Science, Physical Science, Anatomy, Human Development, Genetics, Forensics and Biotechnology or Health. Science offers a unified system of instruction across grades 6-12 with the Constructionist-project based model, problem, problem based learning, and cooperative learning. In Social Studies, instruction is provided to support students with understanding social studies content, current events and other social sciences such as sociology and psychology. Responsible for two major NYS Regents exams, all instruction in Social Studies is based on acquiring critical analysis skills, interpretation of document based questions and test sophistication with double periods of instruction daily to equal 10 periods weekly. Students develop historical perspective in review of United States in grade 9, while undertaking Economics and Government simultaneously. A global view of world events and cultures are explored in Global History in grades 10 and 11. The Foreign Language course work is accomplished in all modalities of speaking, listening, reading and writing of the Spanish language. In beginning courses, students are exposed to basic structures of greetings, basic grammar, situational translation, and basic conjugation of verbs with a focus on reading comprehension. Intermediate foreign language coursework explores sentence structure, writing exposition and more advanced conjugation with focus on conversation skills. Advanced Foreign Language coursework continues to advance student proficiency in grammar, conversation, and writing, but primarily focuses on critical reading and analysis of Spanish Language literature. Students are baseline assessed and interviewed to gauge what level

placement they are best suited for. In HSMS Art and Music is offered to students in an innovative way that fuses traditional appreciation style seminar teaching integrated with math and science. Artists and historical time periods profiled are examined for their contributions to both the art and music worlds as well as math and science.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

HSMS teachers and school leaders work in collaboration to make decisions regarding curriculum and assessments. Activities are designed to ensure that students who have difficulty mastering the proficient or advanced levels in content areas are provided with effective timely additional assistance throughout the day in AIS and during push-in/pull-out periods. The additional assistance includes measures to ensure that students who are having difficulties are identified. Early programming considers availability of the ESL teacher to allow for access in her program. All classroom curricular/ instructional services are aligned with ELLs and ELLs with SWD with their IEPs, Common Core Learning Standards, and State and local requirements to ensure the education of ELL students in the new standardized assessments which will determine their progress to the next grade.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

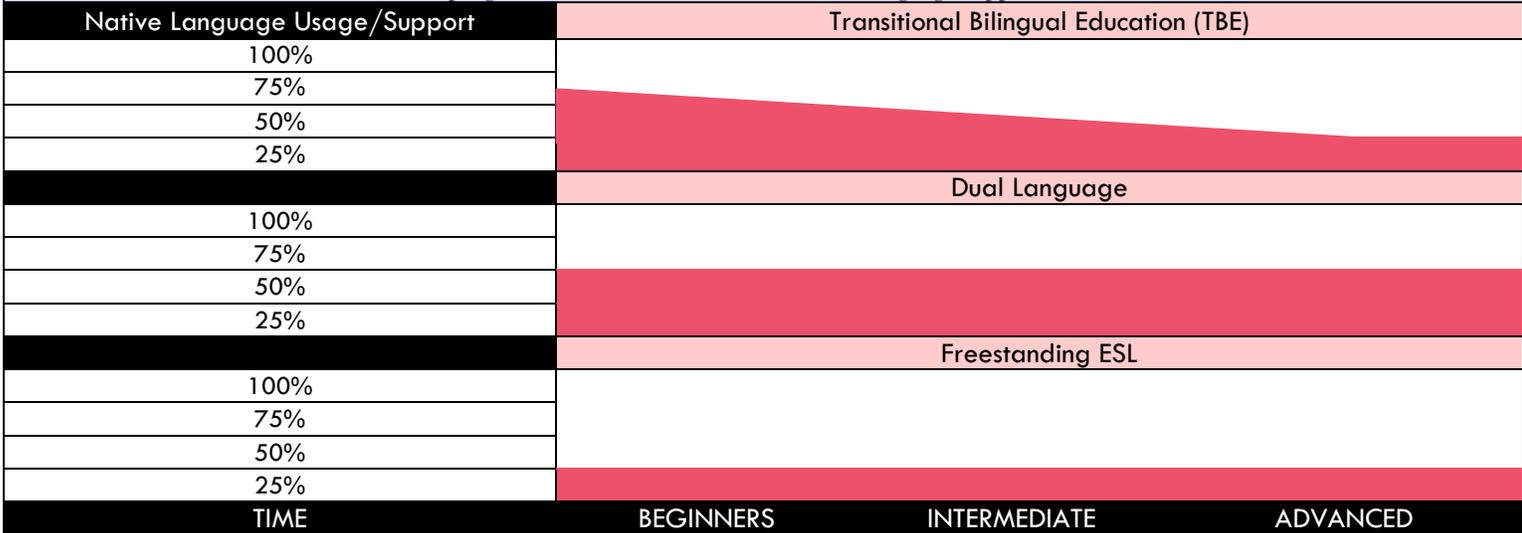
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
At HSMS all certified teachers are used to working with ELLs to ensure that the amount of minutes mandated are met by providing support to all ELLs at all levels of proficiency (Beginning, Intermediate, and Advanced level students) The following support structures or services are in place in our school for ELLs: AIS, RTI and Credit Recovery. All programs made available to ELLs are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
ELLs are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving ELLs students are aligned with New York State standards in the seven core , English as a second language (ESL) and English language arts (ELA) curricula is aligned with the NYS CCLS ELA standards. Instructional strategies promote the transfer of literacy skills learned. Certified teachers, administrators, and staff working with ELLs. The staff participates in ongoing, long-term staff development with strong emphasis on the New CCLS learning standards. The single most critical element for successful learning by ELLs is the quality and preparation of the teachers. Principals are highly articulate regarding curriculum and instructional classroom strategies for ELLs. Flexibility and expansion of instructional time, such as after school programs, extended school year, and Saturday schools for ELLs are supported. The languages and cultures of ELLs are respected and valued throughout the school. Parents of ELLs are made to feel important members of the school community. Parents of ELLs are meaningfully involved in the education of their children and are informed about the State standards and assessments. Parents are provided with strategies to increase their ability to help with their children's homework. Parents of ELLs are encouraged to become more active and involved members of the school community and to participate in decision-making activities. ELLs performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures through Acuity and data will continue to be collected and assessed through the new School Net system.
11. What new programs or improvements will be considered for the upcoming school year?
HSMS has welcomed the leadership program for grades 6-12 for Home Work help and Peer Tutoring as well as The Kaplan Program for grades for the High School students.
12. What programs/services for ELLs will be discontinued and why?
There will be no discontinuation of programs for ELLs at HSMS. The only changes that will be taking place is the exiting of students into monolingual programs after scoring proficient in the NYSESLAT. Once that has happened continued support will be provided to ensure students continue progressing.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are programmed for AIS and or Credit Recovery based on their needs just as other students are programmed. The ultimate goal apart from becoming proficient in their language acquisition is to have them graduate with their cohort and to meet all CCLS in order to attend the college of their choice. Certified teacher are part of AIS and Credit Recovery as it is one of the single most critical element for successful learning for ELLs, SWDs and Monolingual students alike.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials used with ELLs are Prentice Hall Literature, Empire State NYSESLAT, Scolastic CODE X and Pearson Mathematics as well as Wordly Wise. Students have Lap tops within their classrooms to do research for all subjects (Lap tops are used to implement RTI programs as well as for AIS and Credit Recovery), Through the Danielsons Framework and the New School Net CCLS assessments teachers identify student needs and build on their curriculum with the data collected (through the assessments now offered online through school net). This allows for differentiation at every level and subject area. RTI is used for progress monitoring ELLs & SWDs and it is implemented in all areas of instruction. HSMS is a print rich school. Students are given accounts to manage their classwork and teachers set specific goals for each student. Every student works independently. Reading and Writing is emphasized in every subject and there is a writing component and use of technology in all content areas including physical education.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The goals of ESL are to provide content area instruction in English using ESL methodology and instructional strategies as well as Native Language support to ensure comprehension. ESL instruction is based on literature and content based instruction that is aligned with the NYS CCLS. English is used to teach core content areas including Physical Education.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELLs are grouped accordingly and have access to grade-appropriate content and language instruction through a highly qualified

teacher. This is done because heterogenous language grouping facilitates English language learning and it creates the need to use the English Language. Instructional strategies and support include balanced literacy like read aloud, shared reading, word walls, shared writing. critical thinking skills, independent reading and independent writing. Students learn how to distinguish between informational literacy and functional passages becoming familiar with the styles of questioning on the new NYS CCLS assessments.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

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

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

d) HSMS has a Free Standing ESL program.

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

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

D. Parental Involvement

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

1- Parent involvement in our school has continued to increase throughout the years. Having the help of our outstanding Parent Coordinator Mr. Melendez makes parent contact simple. We develop a relationship of trust with our parents that brings them in to participate on Saturday's for parent conferences as well as when a teacher is in need of a conference to discuss student progress and/ or concerns. Parents also participate during our annual College Night done every November. The Pupil Personnel department along with the Parent Coordinator and attendance office work collaboratively to ensure that ELL students' parents do not feel separate or alienated from the monolingual parents. All conferences are translated and all documents are provided in students native language to ensure clear understanding of what is being discussed. Our school is planning a series of workshops regarding a variety of topics that would be of interest to ELL parents such as, citizenship, the rights of ELL parents and students, understanding ELL educational goals, parent resources on ARIS (ARIS training is also provided [password and usernames are created for each parent] and academic interventions ELL parents can provide at home.

2-- HSMS has developed partnerships with the Leadership Program, Middle School students in the lowest third receive Home Work Help as well as Social Skills training, Montefiore My Health Clinic provides medical services to the students in the school who have brought in parent consent, NYPD Community Affairs officers provide services to members of the community/ NYPD School Safety Uniformed Task Force provides safety lessons to all students within the school to build awareness and prevent incidents within the campus, FDNY provides informational workshops to parents in the community, ESL services and English classes through referrals to outside agencies through the Legal Aid Society and Immigration for Community Advocates is also provided.

3-Through Parent Association meetings we meet with the Parent President and the Parent Coordinator which provide us with detailed lists of questions concerns and requests made by parents of monoligual and ELL students. We use this as our needs assessment for parents and ensure answers for the next parent meeting the following month or set up conferences with staff members within the school that can assist the parent with their needs.

4- HSMS takes the time to carefully review all parent questions, concerns and requests. We provide parents with detailed explanations of all that is being done in the school schedule, meetings with guidance counselors, and teachers as requested. We provide parents with the guidelines for applying for working papers, high school application process, college application process etc. We hold meetings through the Parent Coordinator once a month (Saturday's) where issues are discussed, We hold a college night for parents and students to come and participate in in the Fall of every year and speak to schools their children are considering applying to. We hold meetings for parents of students with Special Needs and ELL students, ad we provide referrals for parents who express an interest in outside services.

E. Additional Information

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

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

Part VI: LAP Assurances

School Name: H.S for Medical Science

School DBN: 09x413

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 536

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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