

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Julie Mchedlishvili	*Principal or Designee	
Frank Georgiadis	*UFT Chapter Leader or Designee	
Sara Ramirez	*PA/PTA President or Designated Co-President	
Sandra Barrett	DC 37 Representative, if applicable	
Aminata Kebbeh Mohamed Mbaye	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sara Knotts	Member/ UFT	
Vikram Arora	Member/ UFT	
Gina Devotphillpeaux	Member/ UFT	
Gladys Caro/ Yolima Barbuena	Member/ Parents	
Juana Gonzalez/ Belen Toxi	Member/ Parents	
Jeannette Reddy	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 65% of an identified group of 192 students will achieve a passing score of 65 or higher on the English Language Arts Regents exam as evidenced by the pass rates in STARS for that examination.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the most recent data from ATS and STARS, there are currently 5 students in Cohort 2010, 41 students in Cohort 2011, and 146 students in Cohort 2012 (programmed in classes culminating in the ELA Regents in June) that need to achieve passing scores in the Comprehensive English Regents by the end of the 2014-2015 school year. Based on the interventions the school has put in place, for students retaking the exam and taking the exam for the first time we expect that the majority of the students will achieve a qualifying grade on the ELA Regents.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All Cohort 2010 and 2011 students who have yet to achieve a passing grade on the ELA Regents and/or earn credit for their requisite English class in June or August of 2014 will either repeat the course and/or retake the exam in August.
2. All Cohort 2010 and 2011 students who have yet to achieve a passing grade on the ELA Regents and/or earn credit for their requisite English class in June or August of 2014 will either repeat the course and/or receive targeted academic intervention (boot camp) and continue to retake the exam until a passing grade is attained.
3. Interim Assessments will be administered every six weeks, which reflect the format and content of the Comprehensive English Language Regents Exams. Vertical teams of ELA teachers meet daily, the ESL and Special Education teacher meets with the ELA teacher twice weekly to work on curriculum mapping, unit/ lesson planning and discuss strategies to improve students' results on Interim Assessments.
4. Vertical teams of ELA teachers will meet daily during common planning time (CPT) and use data, including but not limited to the data derived from the Interim assessments, to plan units of study and discuss strategies as well as best practices to improve students' skills. ELA teachers, TESOL, and teachers of students with disabilities will meet regularly and share best practices during allotted professional development time. During the aforementioned common planning time (CPT) ELA teachers will focus on not only creating uniformed unit and lesson plans but they also develop strategies for improving reading comprehension, vocabulary building as well as essay writing and embed them within their lessons. These meetings support classroom application of instructional work in Universal Design for Learning including the development of multiple entry points in ELA curriculum which enable students to gain greater access to ELA curriculum.
5. All Cohort 2010 and 2011 students who failed the Regents in June 2014 will also be offered and will receive small group instruction during afterschool tutoring and Saturday Academy.

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

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

5. ELA, ESL, and Special Education Teacher teams

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

1. August 2014 ELA Regents results and ELA credit accumulation.
2. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2014 and 2015 and in June for Cohort 2016 as well as Cohorts 2014 and 2015, if necessary.
3. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2014 and 2015 and in June for Cohort 2016 as well as Cohorts 2014 and 2015, if necessary.
4. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2014 and 2015 and in June for Cohort 2016 as well as Cohorts 2014 and 2015, if necessary
5. Interim assessments results every six weeks, mock ELA Regents, and ELA Regents results in January for Cohorts 2014 and 2015 and in June for Cohort 2016 as well as Cohorts 2014 and 2015, if necessary

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

1. July and August of 2014, Monday – Thursday.
2. September 2014 – June 2015, twice a week.
3. September 2014 – June 2015, every six weeks.
4. September 2014 – June 2015, daily.
5. December 2014 - June 2015, once a week

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

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

Strategies to Increase Parental Involvement

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

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

system . She attends all School Leadership Team meetings and then turn keys the information for the parents together with the P.A. President during the P.A. meetings. In addition, the parent coordinator is always seeking for events and programs that will engage parents in the school community.

- Three Parental Breakfasts are conducted three times during the year to inform parents about the College and Career Readiness and overall learning engagement.
- Family Summit is conducted once year to celebrate parents whose children made major improvements in their attendance and/or academic careers.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 35% of Cohort 2013/Class of 2017 students will earn a passing score of 65 or higher on the Common Core Algebra Regents as evidenced by the pass rates in STARS for that examination.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The results on the Common Core Algebra Regents exam indicate that students were not properly equipped to respond to the demands of the Common Core Learning Standards in Mathematics (CCLSM). The gaps in knowledge are a result of the higher bars set by the CCLSM. This data identifies a trend that indicates the class of 2017 will need additional help in the application of the Mathematical content and more time dedicated to learning and applying the instruction taught/learned by students in order to achieve academic success on the Common Core Algebra Regents Exam. To this end the stated goal was formulated to promote growth and achievement among 10th graders taking the Common Core Algebra Regents Exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Math tutoring sessions will be offered on Wednesdays and Saturdays.
2. Every six weeks during each semester interim assessment created by administration will be given to track students' progress and drive instruction.
3. A mock Regents exam administered to assess student readiness for January/June Algebra Regents exam.
4. Technology (Casio fx-9860G11 calculator) will be infused in the Algebra classes that will help students in problem solving.
5. Elective Math classes will be provided and scheduled.
6. Daily common planning time for teachers and administration to develop, plan and discuss the upcoming week's lessons and strategies.
7. All students from class of 2017 who did not accumulate any credit in Algebra will be placed in a double period Algebra class and will take the Regents in June 2015.

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

1. Math teachers, school aids, liberty partnership
2. Administration, math teachers, data specialist
3. Administration, math teachers
4. Math teacher, Casio trainers, math team teachers
5. Guidance counselor, math teacher
6. Math teachers, math instructional lead, administration
7. Administration, guidance counselors, math teachers

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

1. The teacher who tutors on Wednesdays and the teacher who teaches Saturday classes will give weekly reports in common planning time on attendance, progress and topics being covered in these classes.
2. After each interim assessments item analysis will be done on a class level by each teacher. These results will be addressed and shared during common planning time. The data specialist will combine all the scores and will produce the passing rate for the class of 2017 on each interim assessment.
3. After each mock Regents Math exam, the results will be analyzed by the math department during common planning time to note the progress made from the last interim assessment.
4. Students and teachers will be given a survey to complete on how helpful is the use of the calculator for students during class as well as on tests.
5. The teacher of the elective Math class, other Math teachers and assistant principal of Math will monitor the progress of the students in this class from feedback given by the teacher and students' performance on interim assessments.

6. At the end of each semester Math teachers will be given an anonymous survey responding to questions about common planning time and making suggestions that will improve the use of this time.
7. Each student's report will be monitored by the guidance counselor and the administrator to track the students' individual progress in the double period classes.

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

1. October 1, 2014 – June 10, 2015
2. October 6, 2014 – April 22, 2015
3. November 2014 (Fall Semester and April, 2015 (Spring Semester)
4. September 2014 – June 2015
5. August 2014 – June 2015
6. September 2014 – June 2015
7. September 2014 – June 2015

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

1. The students attendance need to be 90% or higher to ensure that they are present in order to participate and learn the content and improve their skills if these strategies are going to be beneficial to them.
2. If the pacing guide is not followed by the teachers then the interim assessments will not be testing comprehensively what students should have learned. A limited resource in terms of software for generating common core based questions is also a foreseeable problem. Action plan analysis will be created to address students' areas of deficiencies that will be implemented during regular classroom instruction.
3. Students' attendance at this exam and students being late for the exam will be a major problem. The exam will be started at a time when most students are already in school.
4. Destruction/theft of the calculators by students is a problem that will arise. A system will have to be developed to organize distribution and collection of calculators during classes. Teachers will also need to set aside a time when they focus solely on calculator skill building during class time.
5. The class will have to be scheduled at a time of day when students will be able to attend class on time and have 90% attendance or higher. The class will be focused on building the mathematical skills needed to be successful in Math.
6. A programmatic detail will be to ensure that teachers are not given coverage during the common planning time and that teachers are sticking to the scope and sequence of course.
7. A problem that may ensue is the monitoring of the students to ensure that they are succeeding in this class. Teachers will also need to embed more student individual practice during the regular class period in order to develop proficiency among the students.

Strategies to Increase Parental Involvement

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

Online grade book (Jupiter Grades) purchased with software funds in which students and parents receive their own private pass codes so that they are able to access their children's grades on a regular basis.

Parents of failing students of Algebra 1 will receive in the mail their child's progress report for each marking period so that they are aware of their child's performance in the class.

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

Parents will also be invited to celebrate with their students successes at ceremonies that acknowledge their children's accomplishments.

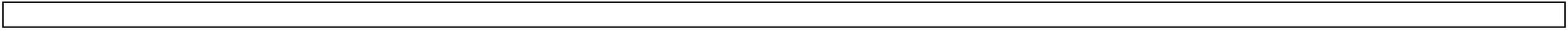
Parent coordinator serves as the liaison between the school community and the parents. Our Parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Teams and then turn keys the information for the parents together with the P.A. President during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

Budget and Resource Alignment

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

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



Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 35% of students in Cohort 2013/ Class of 2017 will earn a passing score the Living Environment Regents as evidenced by the pass rates in STARS for that examination.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the most recent Cohort 2013/ Class of 2017 report for Living Environment, 95 students need to pass the Living Environment Regents. Based on the interventions the school has put in place, we expect students (35%) to successfully pass the Living Environment Regents Exam.

We believe that these students will be successful because they attend school on daily basis, and are taking full advantage of targeted intervention.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1 The 9th graders who failed the Living Environment Regents Exam in June 2014 will attend summer school and/or repeat the course.
- 2 Living Environment teachers will meet on the daily basis during common planning time and focus on developing strategies.
- 3 Interim assessments will be administered every six weeks. Interim assessments reflect the format and content of Living Environment. Living Environment teachers meet daily to work on curriculum mapping and unit planning and discuss strategies.
- 4 Universal Design for Learning with a focus on Multiple means of Engagement. Teachers' team participates in the professional development and develop lesson plans using the focus.
- 5 After school tutoring opportunities will be provided in Living Environment for students to pass the Regents.
- 6 Saturday Regents preparation classes will be offered in Living Environment
- 7 PM School will be offered for students to those requiring a passing grade on the exam and course.
- 8 Living Environment classes will run double period for the school year providing struggling students with extra time to successfully master the concepts

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

1. Summer school teachers for Living Environment
2. Living Environment Teachers
3. Administrator, Science Teachers, Data specialist
4. Special Education teacher team and Integrated Co-teachers in Living Environment
5. Living Environment Teachers
6. Living Environment Teachers
7. Living Environment Teachers
8. Administrators, Program Chair, Guidance Counselors

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

1. August 2014 results in Living Environment Regents Exams.
2. Teachers will share the curriculums, resources and strategies on www.hopschool.com, internal website and every month during the whole-faculty professional development sessions.
3. The data specialist will conduct an analysis of the results of the internal assessments as compared to the external assessments (Regents results) to evaluate the alignment between the internal and external assessment data with a target of no more than a 10% deviation in the scoring alignment.
4. Beginning in September 2014 and ending June 2015, Living Environment teachers will involve in intensive planning and modification using UDL format to accommodate diverse population of learners. Teachers will share modified lesson plans and strategies during the "best practices share out" professional development sessions every month.

5. Student Attendance sheet will provide proof of attendance. In-class assessments will provide insight on student progress.
6. Student Attendance sheet will provide proof of attendance. In-class assessments will provide insight on student progress.
7. Student Attendance sheet will provide proof of attendance. In-class assessments will provide insight on student progress.
8. Student program cards will reflect the number of periods per class. Student progress will be evaluated based on in-class assessments and interim assessments.

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

1. July and August of 2014, every day, Monday – Thursday.
2. September 2014 – June 2015, every day
3. October 2014 – May 2015, every six weeks.
4. September 2014-June 2015, modifications of lessons will be made on the daily basis.
5. October 2014- June 2015, once a week.
6. October 2014- June 2015; Saturdays
7. October 2014-January 2015; 3 days a week.
8. September 2014-June 2015

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

1. Per Session daily rate for summer school teachers
2. No cost associated with this activity.
3. Common Planning time every day allows teachers to hold regular meetings.
4. No cost associated with this activity.
5. Per Session rate for tutoring teacher.
6. Per Session rate for Saturday School teacher
7. Per Session rate for PM (afternoon) School Teacher
8. No cost associated with this activity.

Strategies to Increase Parental Involvement

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

- Guidance department conducts regular 1:1 group meetings with parents to discuss their children progress and reinforce the importance of the Living Environment Regents exam for successful graduation.
- Parent-coordinator conducts meetings with groups of parents and teachers to educate teachers about the study skills students need to enhance at home to improve their exam results.
- Parent Association in collaboration with School Leadership Team conducts monthly meetings and professional development sessions to inform parents about the skills students need to improve the results on the exams, successfully graduate and to achieve career and /or college preparedness.
- Online grade book purchased with software funds in which parents receive their pass codes so that they are able to access their children's grades on a regular basis.
- Parents receive monthly newsletters informing them of school vents, school progress, student achievements as well as any special programs or activities that are offered.
- Parent Coordinator serves as the liaison between the school community and the parents. Our parent coordinator is an integral part of our communication system with the parents. She attends all School Leadership Team meetings and then turn keys the information for the parents together with the P.A. President during the P.A. meetings. In addition, the parent coordinator is always seeking for events and programs that will engage parents in the school community.
- Three Parental Breakfasts are conducted three times during the year to inform parents about the College and Career Readiness and overall learning engagement.
- Family Summit is conducted once year to celebrate parents whose children made major improvements in their attendance and/or academic careers.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, the average attendance rate of those students identified as having chronic attendance patterns for 2013-2014 school year will increase from 85% to 89.4% as evidenced by ATS RAMO report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

School enrollment is 577 students. 115 students are identified chronically absent and having 85% attendance for school year 2014-2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Every targeted student (Success Mentee) is assigned to the adult Success Mentor. Success Mentor meets with a mentee on a daily basis to monitor the attendance. If student is absent, mentor reaches out to a parent.
2. Success Mentors team meets on the weekly basis (Tuesdays) with a team leader (Guidance Counselor) to discuss attendance progress of mentees and discuss strategies and incentives.
3. Success mentors create contracts with Success Mentees.
4. Team leader of Success Mentors and two other Success Mentors meet with the Attendance Team on the weekly basis (Wednesdays) to monitor the progress of targeted students and discuss strategies.
5. East Side House Settlement Attendance teacher visits the homes of chronically absent students at night and on the weekend to provide counseling sessions with parents.
6. Family Summit targeting the parents of chronically absent students.
7. Resources' fair targeting the parents of chronically absent students.
8. Parental Breakfasts targeting the parents of chronically absent students. "Jupiter" grades and transcript evaluation workshops are held
9. Early Bird Lottery is given to students who arrive at school on time.
10. Chronically Absent students with 100% attendance for a month get a free pass to school parties and other events.

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

1. Success Mentors (teachers)
2. Guidance counselor (team leader), guidance counselors, social worker and teachers.
3. Guidance counselor (team leader), guidance counselors, social worker, teachers, procurement secretary.
4. Attendance Team: Administration, Attendance coordinator, secretary, guidance counselors, a social worker, parent coordinator, attendance teacher.
5. East Side House Attendance teacher and attendance coordinator.
6. Principal, Attendance coordinator, guidance counselors, teachers, parent coordinator, presenters (Children Aid Society, Association of Child Services, Family Assistance Program, Bronx Lebanon Clinic).
7. Principal, Attendance coordinator, guidance counselors, teachers, parent coordinator, presenters (Children Aid Society, Association of Child Services, Family Assistance Program, Bronx Lebanon Clinic).
8. Principal, Attendance coordinator, guidance counselors, teachers, parent coordinator, presenters.
9. Administration, attendance coordinator, procurement secretary.
10. Administration, attendance coordinator, coordinator of student activities.

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

1. Weekly meetings to evaluate and analyze the progress.
2. Weekly meetings to evaluate and analyze the progress.

3. Weekly meetings to evaluate and analyze the progress.
4. Weekly meetings of the Attendance team to evaluate the progress.
5. Weekly communication between attendance coordinator and East Side House Attendance teacher to update on the home visit and attendance progress of visited students.
6. In October after the Summit, the parental involvement is discussed and the new strategies for Resource Fair are evaluated.
7. In February after the Fair, the parental involvement is discussed and the new strategies are evaluated.
8. After each Parental Breakfast, the parental involvement is discussed and the new strategies are evaluated.
9. The number of students arriving to school on time is evaluated on the daily basis.
10. Monthly gathering of data to evaluate the progress.

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

1. September 2014 – June 2015, weekly
2. September 2014 – June 2015, weekly
3. September 2014 – June 2015, weekly
4. September 2014 – June 2015, weekly
5. September 2014 – June 2015, weekly
6. October 2014
7. February 2015
8. December 2014 and April 2015
9. December 2014 – June 2015, weekly
10. September 2014 – June 2015

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

1. Part of the UFT contract: 35 minutes weekly to work on the teams. Fair Students Funding is used to hire an additional guidance counselor.
2. Part of the UFT contract: 35 minutes weekly to work on the teams.
3. AIDP funds to procure attendance incentives.
4. No cost is associated with this activity.
5. East Side House Settlement grant.
6. AIDP funds and East Side House grant to procure attendance incentives and refreshments.
7. AIDP funds and East Side House grant to procure attendance incentives and refreshments.
8. AIDP funds and East Side House grant to procure attendance incentives and refreshments.
9. AIDP funds and East Side House grant to procure attendance incentives and refreshments.
10. No cost is associated with this activity.

Strategies to Increase Parental Involvement

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

- Every targeted student (Success Mentee) is assigned to the adult Success Mentor. Success Mentor meets with a mentee on a daily basis to monitor the attendance. If student is absent, mentor reaches out to a parent.
- East Side House Settlement Attendance teacher visits the homes of chronically absent students at night and on the weekend to provide counseling sessions with parents.
- Family Summit targeting the parents of chronically absent students is held on October 23rd, 2014. Parents are involved in the presentations by Children Aid Society, Association of Child Services, Family Assistance Program, Bronx Lebanon clinic.
- Resources fair targeting the parents of chronically absent students takes place on February 13th, 2015. Parents are involved in the presentations by Morris Heights Clinic, Bronx Reach, etc.
- Parental Breakfasts targeting the parents of chronically absent students take place in December and April. Parents are involved in conversations “Jupiter grades

and transcript evaluation workshops. During these events parents receive certificates for their effort in changing habits to get students to school on time.

Budget and Resource Alignment

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

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Twice a week after school
Mathematics	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Foundations course for incoming 9 th grade students who score 1 or 2 on 8 th grade Math state assessment Peer tutoring	During and after the school day Twice a week after school Every day during the school day Twice a week after school
Science	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Twice a week after school
Social Studies	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Twice a week after school

	blended learning in the classroom		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, mentoring, peer-mentoring	Group counseling sessions One-on-one counseling sessions	Every day Every day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Interviews are set up with prospective staff that fulfills all licensing requirements. Teaching assignments are arranged according to areas of teacher strength. In order to ensure our staff is highly qualified, ongoing professional development sessions are held throughout the year and are based on staff need.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Every week, two hours are dedicated for whole staff professional development. During this time, strategies for meeting Common Core Standards are introduced and best practices are shared. In addition, teachers meet on a daily basis by department to plan together along with their department supervisor.

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 07X670

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 (SCEP) 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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$477,545.31	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,958,911.00	X	See action plan

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Health Opportunities High Scho	DBN: 07X670
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 51
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: Due to the results on the Regents Exams , Interim Assessments, Performance tasks, as well as teacher made informal and formal assessment it is apparent that the school's immigrant population is struggling to achieve academically. The majority of our immigrant population consists of African and Hispanic students in grades 9 - 12. Tutoring by the certified ESL teacher for the writing portions of ELA Regents as well as history regents will run on Wednesdays and will begin October 1st through June 17th. Further tutoring by a certified English teacher for the ELA Regents and a certified Bilingual science teacher for the Living Environment Regents will run during the Saturday Academy and will begin on November 1st and run through June 20th. Students will be offered small group instruction, content review and test taking strategies. All instruction will be in English. Again the three teachers participating in the tutoring programs are certified in their specific content areas, which are English, Biligual and TESOL. The material utilized will include Regents Prep books and Previous NYS Regents as well as computers to access Regents Prep.org.

Part C: Professional Development

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

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

Begin description here: Due to results on assessments, classroom observations, and case conferencing it has become evident that our immigrant students are having difficulties mastering the skills needed to pass the Regents. All teachers will receive Professional Development on ESL strategies, Common Core State Standards, student engagement, questioning and discussion techniques, Depth of Knowledge (leveling questions), scaffolding and multiple entry points. Professional Development will occur on Mondays from 2:35 PM - 4:00 PM and be presented by the Principal Julie Mchedlishvili, Assistant Principal, Linda O'Connor, and ESL Coordinator/TESOL, Adrian Vazquez. Further professional development by our network will be attended by Mr. Vazquez and those practices will be turn-keyed to the staff during the aforementioned time.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: To ensure that students attend the tutoring sessions, parents are notified via letters and phone calls promoting the service as well as inviting them to a parent meetings where the tutoring's rationale is explained as well as other workshops are offered to entice parents including those with limited English proficiency to become active members of the school community. The meetings/workshops take place mainly in the Library and are scheduled for October 23rd (Family Summit) at 5:30 PM, December 12 (Parental Breakfast-Jupiter Grades) and 16 (Parental Breakfast- College and Career) at 9:00 AM, January (CPR Certification), February (Nutrition), and March (Gang Prevention). The information is provided by the Parent Coordinator Keyla Familia, ESL Coordinator Adrian Vazquez, Assistant Principal Linda O'Connor, outside vendors and community organizations. Parents are also invited to school to discuss their child's progress during the allotted parent engagement time every Tuesday from 3:00 PM to 3:55 PM. Cultural events to museums and Broadway shows for parents and students will be offered during the Spring.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	16	3	3	11		5	37		13	64

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
Total	16	3	3	11	0	5	37	0	13	64
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										29	14	5	7	55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	4		1	7
TOTAL	0	32	19	5	8	64								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	4			10
Intermediate(I)										14	2	1	2	19
Advanced (A)										11	14	4	6	35
Total	0	31	20	5	8	64								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- 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.
 - HOP uses the NYSESLAT, Scantron, Acuity and teacher-made assessment to assess the literacy skills of our ELLs. This data informs us that students struggle with comprehending tier two and three vocabulary. In addition, they struggle with inferencing and drawing conclusions. In their writing, they have difficulty supporting claims with sufficient evidence. This tells us that we need to a) intensify

vocabulary instruction across the curriculum and require students to use the vocabulary in their writing and speaking, b) do more frequent modeling of and practice with inferencing, and c) model strong writing and require more writing from students across the curriculum.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade a majority have become proficient in those modalities. However, they are slower to gain proficiency reading and writing. In the 9th grade they range evenly from beginning to advanced proficiency while in the 10th and 11th grades they plateau at the advanced proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. Since students are making the least/slowest gains in reading and writing based on the RLAT, they will receive more intensive reading and writing instruction in ESL and ELA courses. In addition, content teachers will provide reading and writing scaffolds. Students will also be assessed periodically on scantron performance series and said data will influence instruction on reading comprehension and ELA.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 4. For the free-standing model: ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade a majority have become proficient in those modalities. However, they are slower to gain proficiency reading and writing. In the 9th grade they range evenly from beginning to advanced proficiency while in the 10th and 11th grades they plateau at the advanced proficiency level. Students take all content area exams in English, and although regents exams are available in most of our students' native languages, 99% choose to take the exams in English and have a copy in their native language for reference.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Scaffolding, front-loading of vocabulary, shades of meaning, Bloom's Taxonomy, question-answer relationship (QAR), graphic organizers, leveled questions, and other strategies are used in instructional decisions in regards to ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 8. We evaluate the success of our ELLs by whether they make adequate yearly progress on the NYSESLAT, by their regents passing rates and by graduation rates. In addition, we consider whether they are becoming acclimated to school culture.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The initial identification of a student, on the high school level, who may be an ELL begins when they arrive at the enrollment center. However, when there is a possibility that a student may be an ELL they are taken to the parent coordinator's office and the

ESL certified Administrator is called immediately who then meets with the pupil personnel secretary to check on ATS and see if the student was previously administered the HLIS, LAB-R or the NYSESLAT. Within 10 school days, the parent and the student are given an informal interview by the ESL administrator or the ESL teacher in English and in their Native Language (if assistance is needed to complete interview in Native Language the Translation department is contacted for assistance). During the interview the Home Language Identification Survey (HLIS) is explained. After they have completed the Home Language Identification Survey has been completed it is reviewed and if the home language is English, the student receives a general education program. If the home language is a language other than English but the student's primary language is English the student receives a general education program. If the student speaks a language other than English and speaks little or no English they require an initial assessment. The ESL teacher administers the Language Assessment Battery- Revised (LAB-R) to the student. If the student scores Proficient he/she receives a general education program. If the student scores at Beginning, Intermediate, or Advanced Level the student is considered an ELL and receives an appropriate program that includes their mandates. Students will continue to receive their mandates dictated by the LAB-R until they are reassessed in the spring via the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores Proficient he/she will receive a general education program in the fall but will continue to receive their accommodations for two years following the termination of service. If the student scores at Beginning, Intermediate, or Advanced Level the student will continue to receive their mandated service as per their proficiency level.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Within ten days after it is determined that a student has limited English proficiency The ESL administrator or the ESL teacher together with the parent coordinator and a translator, if needed, meet with the parent to explain the three program choices:
 - a. English as a Second Language (ESL) Programs
 - i. Free-standing English as a Second Language Program (English only)
 1. Pull-out: ELL students spend most of their day in a mainstream English classroom and an ESL teacher removes the ELL students from their regular classroom to ESL instruction
 2. Push-in: ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning"
 - ii. Self-Contained ESL classes: ELL students receive all academic instruction during the school day in English as well as receive ESL instruction for three periods for beginners (540 min), two periods for intermediates (360 min), or one period for advanced (180) with the inclusion of and ELA class per day.
 - b. Transitional Bilingual Education (TBE) Programs: Academic instruction is in both English and the native language.
 - c. Dual Language (DL)/Two Way Programs): Academic instruction during the school day is 50 percent in English and 50 percent in another language.

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

In addition to the explanation the three programs the parents are shown the video from the Office of English Language Learners to further clarify the services available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. To ensure that that our school receives the entitlement letter, parent survey, and program selection form are returned arrangements are made on the day when the program choices are explained. After all the programs have been explained the parents fill out the necessary paper work in the parent coordinator's office (with translation assistance, if needed) where it is collected.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. Once the student has been identified as an ELL and the LAB-R has been administered as well as graded, the results are used to determine the amount of ESL units necessary to comply with their mandate (Beginner → 3 units of 540 minutes per week, Intermediate → 2 units of 360 minutes per week, Advanced → 1 unit plus of 180 minutes per week and 1 unit of ELA). The student is assigned a guidance counselor that reviews their transcripts (if any) to determine their grade as well as the classes needed to fulfill

their graduation requirements and then a program is created that includes their ESL mandate, academic classes (Mathematics, Science, History, etc.), Physical Education, and electives (if appropriate). That same day the guidance counselor together with the parent coordinator meet with the parent and the student to discuss the school, their program/schedule, rules/policies, any concerns, Jupiter grades (parent's method to track their child's progress), and any targeted instruction that may be necessary to support the student. Information is collected and given to foster communication, a school tour is given, and an appointment is arranged to further discuss program choices available to the parent and student.

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

The ESL teacher administers the speaking section of the NYSESLAT individually to each student. The reading, writing, and listening sections are administered to the students in a group setting. The writing and speaking sections are scored by a team of teachers which does not include the ESL teacher or the students' ELA teacher. Administration of the NYSESLAT takes about four to five weeks to complete.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. As a trend, the majority of parents have chosen an ESL program rather than a dual-language program. For 2010-2011 academic year, 3 students wanted a bilingual Spanish program and 2 students wanted a bilingual French program out of 41 ELLs. Yes, the majority choose an ESL program over bilingual or dual-language programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. Instruction is delivered via an ESL self-contained organizational program model. The program models for Beginner and Intermediate students are heterogeneous in both grade as well as proficiency level whereas the advanced students follow homogeneous proficiency level ungraded model.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. A student has approximately eight periods a day on their schedule, each period is approximately 45 minutes. Our school uses an ESL self-contained model and ELL students' programs reflect their mandates in the form of periods in which they receive ESL services. A beginner ELL has three periods (out of eight) of ESL classes included in their program aside from their other content area classes, an intermediate ELL has two periods reflected on their schedule, and an advanced ELL has one period of ESL instruction plus one period of English.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Due to the nature of our program model (self contained ESL) content area instruction is delivered in English with an emphasis on front loading vocabulary and using visuals to support the language learning process.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

 - a. SIFE students require a comprehensive approach that builds on the student's existing ways of learning and communicating. Scaffolding strategies such as modeling language, bridging information and expanding prior knowledge, contextualizing new concepts with a sensory environment, and increasing metacognitive development assist SIFEs during their transition into English Language instructions. These scaffolding strategies are temporary and should be dissociated at a time when they are no longer necessary. The use of cognates from a student's native language to English also helps increase vocabulary and language comprehension skills.
 - b. ELL students with less than three years in US schools require instructional plans that focus on their limited or restrictive English Language skills. Strategies such as increasing vocabulary and identifying sight words, effectively reiterating grammatical rules and principles of the English Language, guided practice, expanding critical reading skills and providing native language support supplements ESL approaches to those students with limited English proficiency. Pairing newcomers amid students with higher English Language proficiency levels and students that share their native language helps students learn from one another. This strategy provides peer mentoring opportunities for both newcomers and higher language proficient students. Also, encouraging verbal communication in English, modeling the proper use of language and grammar, and strengthening reading fluency are also essential for newcomer ESL students.
 - c. ELL students receiving service 4 to 6 years frequently require assistance concerning the improvement of their reading and writing skills. Although these students may encompass adequate basic interpersonal communication skills in English, these students lack cognitive academic language proficiency which is essential for the achievement of a higher education. Stressing language fluency, grammatical, and writing skills are central to the academic success of these students.
 - d. Long-term ELLs, which have completed 6 years of ESL instruction, require instructional plans that focus on strengthening written

communication. Reading comprehension and oral expression are stressed and thoroughly assessed and evaluated.

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

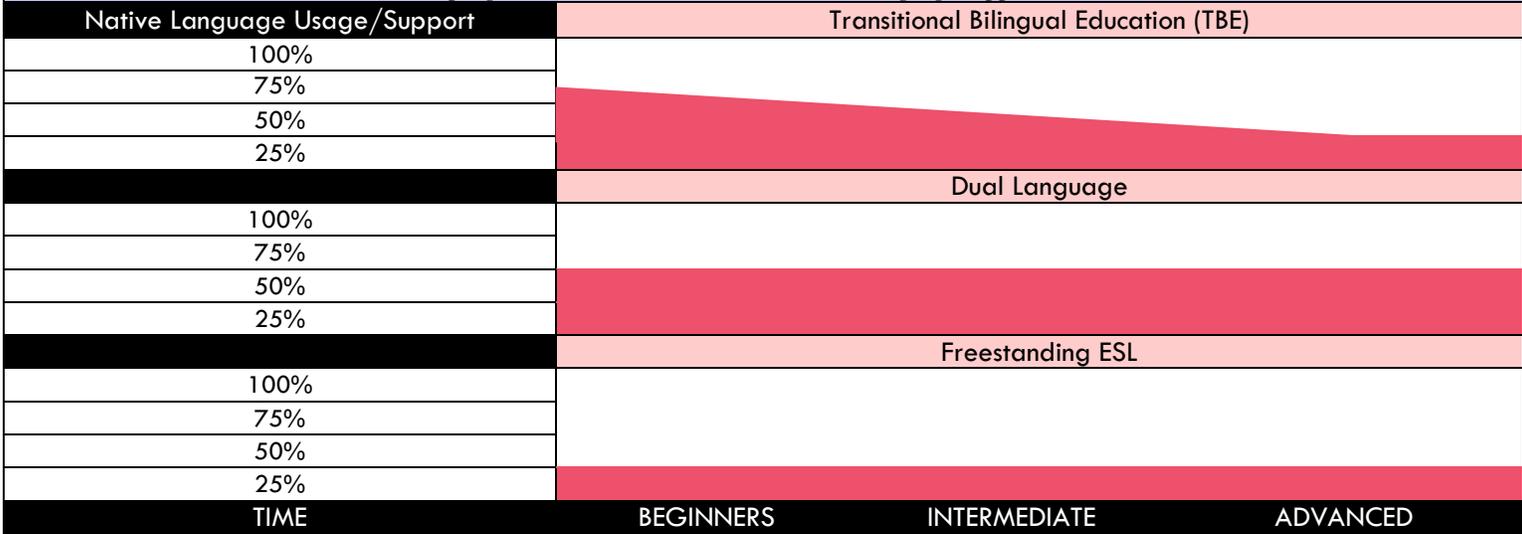
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Health Opportunities HS		School DBN: 07X670	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julie Mchedlishvili	Principal		11/1/13
Linda O'Connor	Assistant Principal		11/1/13
Keyla Familia	Parent Coordinator		11/1/13
Adrian Vazquez	ESL Teacher		11/1/13
Sara Ramirez	Parent		11/1/13
Alexandra Balant	Teacher/Subject Area		11/1/13
Sarah Knotts	Teacher/Subject Area		11/1/13
	Coach		1/1/01
	Coach		1/1/01
Inez Ramos	Guidance Counselor		11/1/13
Kristen O'Brien	Network Leader		11/1/13
Sandra Haydak	Other <u>Guidance Counselor</u>		11/1/13
Dorline Jean	Other <u>Service Provider</u>		11/1/13
	Other _____		1/1/01

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07X670 School Name: Health Opportunities High School

Cluster: 02 Network: 206

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

