

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X413

School Name:

BRONX HIGH SCHOOL FOR MEDICAL SCIENCE

Principal:

WILLIAM QUINTANA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School For Medical Science School Number (DBN): 09X413
Grades Served: 6-12
School Address: 240 East 172 Street, Bronx, NY 10457
Phone Number: 718-410-4040 Fax: 718-992-4129
School Contact Person: William Quintana Email Address: wquinta@schools.nyc.gov
Principal: William Quintana
UFT Chapter Leader: Patrick Griffin
Parents' Association President: Constance Adjei
SLT Chairperson: Sarah Kinsley
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Erwin Serrano
Student Representative(s): Mariel Pimentel
Derek Vasquez

District Information

District: 09 Superintendent: Ms. Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Room 841, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5834 Fax: 718-741-3923

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Room 811, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 741-7746

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
William Quintana	*Principal or Designee	
Patrick Griffin	*UFT Chapter Leader or Designee	
Constance Adjei	*PA/PTA President or Designated Co-President	
Romeo Rotgans	DC 37 Representative (staff), if applicable	
Erwin Serrano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mariel Pimentel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Derek Vasquez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N / A	CBO Representative, if applicable	
Sarah Kinsley	Member/ UFT / SLT Chair	
Shirley Ithier	Member/ CSA	
Paul La Pierre	Member/ Parent	
Joselyn Beato	Member/ Parent	
Ernesto Corona	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Bronx High School for Medical Science is a middle-high school with 472 students from grade 6 through grade 12. The school population comprises 35% Black, 55% Hispanic, 1% White, and 7% Asian students. The student body includes 3% English language learners and 12% special education students. Boys account for 42% of the students enrolled and girls account for 58%. The average attendance rate for the school year 2013-14 was 93.8%. This school offers a standards-based curriculum with embedded courses in science that prepares students to enter the college of their choice. In collaboration with CUNY, Touro College, and the Harlem Children Society, students have the opportunity to shadow health care professionals during the school day, after school, and on weekends. Students do research under the supervision of trained medical personnel and in our two science labs. These labs include a Forensic Medicine lab equipped with all the supplies to perform college type advanced science research projects. There is also collaboration with Bronx Community College, Hostos Community College, and Lehman College for a College Now Program that offers students the opportunity to take Medical terminology, Pre-Calculus, Chemistry Informatics, Psychology, Sociology, Expository Writing, and Community Health during the school year.

The High School for Medical Science was established on September 2002 to fill the need for a school featuring a medical science program in our area. The school is one of seven theme-based schools at the William Howard Taft Educational Campus. The school expanded its services to 6th graders under the umbrella of the **Dr. Mary E. Walker Medical Science Academy** on September 2005. Recently, the school neighborhood has experienced large waves of immigration from the Caribbean Islands (mainly the Dominican Republic), Central America, and Africa; our school is a viable choice for this community.

The mission of the school is to graduate well-articulated students with the skills to make them competitive to be accepted and succeed at the college of their choice. Everyone at the school is committed to equip all our students with the math, science, reading, writing, technological, and interpersonal skills that will open the doors to higher education. The school's rigorous curriculum and our internship program expose students to the medical and health professions at an early age and motivate them to choose a career in one of those disciplines. The High School for Medical Science and the Dr. Mary E. Walker Medical Science Academy provide a caring educational community where students are exposed to a variety of medical sciences. By the end of their senior year, students make a contribution to the health of our school's community. Our school follows an extended day program in a multiple session structure with nine periods a day. We followed a uniform policy for students; the uniform is provided for free at the beginning of the school year to all entering freshman classes. The hunter green scrub is unique of high school students; the hunter green is exhibited at all doors across the floor. A mint green scrub is unique of all middle school students; the mint green is exhibited at all walls across the floor. Our school follows a school-wide self-contained model; this model fosters the rotation of teachers from classroom to classroom. Students take ownership of their classrooms and develop strong bonds among themselves. Cutting classes is eliminated and attendance improves. In addition, the passing time allowed in the bell schedule to accommodate the needs of other schools in the campus is used for instruction.

The HSMS is the only school in the city with a school-wide program that graduates one third of the entering cohort in three years. This in-house educational opportunity affords students the possibility to start college a year earlier than their peers. Consequently, early college starters have the possibility to graduate a year ahead from their peers; which may place them in an employment status before their classmates. By the time these early high school graduates reach a retirement age, they may have accumulated an extra year into their pension funds.

09X413 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	470	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	36	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	2	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		76.8%	% Attendance Rate	
% Free Lunch		68.6%	% Reduced Lunch	
% Limited English Proficient		4.1%	% Students with Disabilities	
				10.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	
% Hispanic or Latino		57.0%	% Asian or Native Hawaiian/Pacific Islander	
% White		0.2%	% Multi-Racial	
				35.3%
				6.5%
				0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12.34	# of Assistant Principals (2014-15)	
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	
				4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	
				5.67
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.4%	Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	
				N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		79.0%	Mathematics Performance at levels 3 & 4	
				74.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		88.7%	% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		87.2%	4 Year Graduation Rate	
6 Year Graduation Rate		95.5%		83.1%
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		N/A
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		N/A
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		N/A
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		N/A

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

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

Part 1 – Needs Assessment

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

The school’s 2014-2015 Quality Report indicated that there are practices in place to inform students of their progress towards graduation; however, most practices are isolated among a few teachers and are not yet implemented school-wide. Therefore, we have embraced in implementing uniformity and consistency throughout the school leading to meeting our main premise of: “graduating well articulate students with the skills and competencies that make them competitive to be accepted at the college of their choice.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the Four Year Graduation Rate will increase by 2.0% from 85 % in 2015 to 87 % in 2016. as measured by the Annual Performance Principal Review.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
Guidance counselors will target under-credited students at the beginning of each school year and individualized senior checklists will be discussed with them and their	All students	End of each	Dedicated guidance counselor/grade adviser/Assistant

parents. In addition, Guidance counselors will work their way up by grade levels at the beginning of each school year; they will meet with students and parents to discuss a Graduation Passport and to plan the road-map for a Regents Diploma or Advanced Regents Diploma.		marking period	Principal/Attendance Committee/Parent Coordinator/Principal
Guidance counselors, School Based Support Team, English as a Second Language and Special Education Teachers will hold case conferences targeted to meet the needs of English language Learners and students with Individualized Education Plans or 504's.	ESL and SPED Seniors.	Sept-June	Dedicated guidance counselor/grade adviser/AP/Attendance Committee/Parent Coordinator/Principal
Programming targeted seniors for prep and remedial classes or after-school/Saturday instruction. A Regents Prep component will be also taken into consideration.	Students in need of Regents for graduation	End of each marking period	Dedicated guidance counselor/grade adviser/Assistant Principal/Attendance Committee/Parent Coordinator/Principal
Finding alternative placement sites where the students can make up missing credits	Under-credited students.	Sept-Jan and Feb-May	Dedicated guidance counselor/grade adviser/Assistant Principal/Attendance Committee/Parent Coordinator/Principal
Parents will receive periodic reports to help them monitor their children's progress	All students.	October to May	Dedicated guidance counselor/grade adviser/Assistant Principal/Attendance Committee/Parent Coordinator/Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
A Pupil Personnel Committee (PPC) consisting of a guidance counselor, administrators, and teachers has been established to develop strategies to deal with at-risk students. Some of the issues and concerns that the committee addresses include: student attendance, behavioral issues, and academic performance. The committee is also a resource to parents. The Academic Intervention Services and Response To Interventions are funded with allocations from Tax Levy and Title I School Wide Program.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Guidance Department will meet every Friday; consequently, one of the agenda items at the last Friday of the month meeting will be dedicated to reviewing the recommendations from the PPC. At the end of each marking period, a comprehensive report will be provided to the guidance department in order to implement program adjustments for the after school AIS and RTI intervention.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The school’s 2014-2015 Quality Report stated that we need to establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the academic school year 2015-2016, there will be an increase of 5% in the number of students who report that they feel that the school creates a culture that encourages students to support one another and provides for their social emotional growth as measured by the School Environmental Survey. As a result our students will acquire the goal-setting, collaborative and self-reflection life skills to be college and career ready.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Guidance counselors will meet students at the beginning of each school year and at the end of each marking period to</p>	<p>All students.</p>	<p>Quarterly informal assessments..</p>	<p>Guidance Counselors</p>

discuss a Graduation Passport and to plan the road-map for a Regents Diploma or Advanced Regents Diploma.			
Guidance counselors, Parent Coordinator, and admin team will meet students in March to educate them about the completion of the Learning Environmental Survey.	All Students.	March Environmental Survey.	Guidance Counselors / Parent Coordinator./ APs / Principal
Guidance counselors will meet parents and legal guardians at the beginning of each school year, at the end of each marking period to discuss a Graduation Passport and to plan the road-map for a Regents Diploma or Advanced Regents Diploma. They will also meet them in March to educate them about the completion of the Learning Environmental Survey.	Parents.	Quarterly informal assessments and March Environmental Survey.	Guidance Counselors / Assistant Principals / Parent Coordinator / Principal
The admin team and UFT Chapter Leader will meet all faculty to highlight the importance of completing the Learning Environmental Survey.	Staff.	March Environmental Survey.	Admin Team / UFT Chapter Leader.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Guidance Meetings and PA Meetings will receive additional funding to meet this goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Quarterly informal assessments, as well as the March Learning Environmental Survey.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Teachers are not yet effectively using data from common assessments to adjust curricula. Varied use of checks for understanding hinders the implementation of targeted instructional adjustments to ensure all students' needs are being met.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will show growth by 2% in ELA as measured by the High School ELA Common Core NYS Regents Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Tenth Graders will follow as the rest of the school a Uniform Assessment Calendar at the end of the 1 st marking period.	Tenth Graders	October	All Staff
Tenth Graders will follow as the rest of the school a Uniform Assessment Calendar at the end of the 2 nd marking period.	Tenth Graders	December	All Staff

Tenth Graders will follow as the rest of the school a Uniform Assessment Calendar at the end of the 3 rd marking period.	Tenth Graders	February	All Staff
Tenth Graders will follow as the rest of the school a Uniform Assessment Calendar at the end of the.Final marking period.	Tenth Graders	April	All Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Data Specialist will assist administrators and teachers in developing strategies to increase students' performance at ELA CCLS differentiated tasks..The Academic Intervention Services and Response To Interventions will target at risk students to align their progress with the benchmarks targeted at MOSL selections. All these activities are funded with allocations from Tax Levy and Title I School Wide Program.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Analysis of Marking Period Results and Scholarship Reports at the end of each marking period.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

The inquiry cycle is a process through which a school team improves outcomes for a specific group of students with whom the school has not previously been successful, and learns from this experience to make a system-level change so that the school as a system continues to improve.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 30% of the developing teachers will move to effective as measured by the Danielson Framework Rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
Use progress monitoring to confirm students’ risk status on school-wide screening by conducting at least five weeks of weekly	Identify students who fall below the	September and February	Dedicated guidance counselor/grade adviser/AP/Attendance

monitoring of the student's response to the Tier 1 core instructional program.	established cut-point or benchmark		Committee/Parent Coordinator/Principal
Use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention of ELLs and students with special needs.	ESL and SPED Students	September and February	Dedicated guidance counselor/grade adviser/AP/Attendance Committee/Parent Coordinator/Principal
Use ESL methodology in all three tiers (support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties).	ESL	Sep-Jun	Dedicated guidance counselor/grade adviser/AP/Attendance Committee/Parent Coordinator/Principal
Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.	All at risk students	Sep-Jun	Dedicated guidance counselor/grade adviser/AP/Attendance Committee/Parent Coordinator/Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Related service provider logs, operating protocols, lists of students served, agendas of school based inquiry team meetings, plus cut-scores will identify students who are performing at benchmark; as well as at-risk and seriously at-risk students.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The strongest decisions in education are guided by data. Whether data is from summative assessments, formative assessments or other sources, it's essential that this data be analyzed to determine the best or most effective strategies. The analysis of data has to be an on-going process throughout the school year. Therefore, we have implemented a uniform assessment calendar at the end of each marking period that will be monitored by our Inquiry Team.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

HS for Medical Science school exhibited the LOWEST parental response rate throughout the entire Taft Educational Campus.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increasing Parental Response for the NYC School Survey by 2.00% from 14.00% in 2015 to 16.00% in 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parental attendance and participation at PA meetings will increase every month</p>	<p>All Parents</p>	<p>Sept-Jun</p>	<p>Parent Coordinator, Guidance Coordinator, Supporting Personnel, Planning Team, Principal</p>

Parental responses for the Environmental Survey will increase by the end of April.	All Parents	Mar-April	Parent Coordinator, Guidance Coordinator, Supporting Personnel
Parental attendance and participation at school-wide events will increase monthly.	All Parents	Sept-Jun	School Community

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator and PA budget Allocation											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Quarterly monitoring of attendance to meetings and events.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grades 6-8: Students performing at Level 1 or Level 2 on NYS ELA. Grade 9: Students who performed at Level 1 or Level 2 on NYS Grade 8 ELA. Grades 10–12: Students who scored below the approved passing grade on the ELA Regents.	Repeated Readings, Interactive Writing	Small Group / One to One	After School Portfolio
Mathematics	Grades 6-8: Students performing at Level 1 or Level 2 on NYS Math. Grade 9: Students who performed at Level 1 or Level 2 on NYS Grade 8 Math. Grades 10–12: Students who scored below the approved passing grade on the Algebra Regents.	Differentiated Learning Flexible Grouping	Small Group Tutoring	After School Reduced Teacher Student Ratio
Science	Grades 6-9: Students who scored below the approved passing grade on a science course after the 1 st marking period. Grades 10–12: Students who scored below the approved passing grade on the Liv. Env. Regents.	Differentiated Learning Flexible Grouping	Small Group Tutoring	After School Portfolio / Saturday School for H.S. Credit recovery / Saturday School for M.S. Regents Review
Social Studies	Grades 6-9: Students who scored below the approved passing	Differentiated Learning Flexible Grouping	Small Group Tutoring	After School / Extended Day for Credit Recovery

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment, retention, assignments and support that ensures staff is highly qualified demand a direct correlation between the schools' working conditions for the teachers and its educational quality. Teachers' quality of life within schools is the most critical yet more frequently overlooked ingredient in education reform. Many institutions do not even offer the basic amenities of a locked closet for teachers' personal; belongings and working tools for their professional development. New teachers entering the system are typically assigned to the most disadvantaged schools and placed in the most challenging conditions with the neediest students. Mentoring and institutional support are seldom part of the equation. At the HS for Medical Science, administrators and supervisors encourage self-reflection and collegiality by fostering a new enthusiasm about teaching and a growing respect for the profession. Teachers participate of weekly grade level meetings, share a school wide common planning time during the day, and experienced teachers function as lead teachers.</p> <p>We have a New Teachers Mentoring Committee providing assistance, guidance, and support to all first year teachers. The committee is made up of our UFT Chapter Leader, Principal, Assistant Principals, Lead Teachers, Model Teacher and Guidance Coordinator. All first year teachers are paired with a seasoned teacher acting as his/her mentor.</p>

2b. High Quality and Ongoing Professional Development

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

to present material such as watching videos, reading selections, pair discussions and whole group presentations. Off-site and on-call professional development opportunities are generally provided by the NYCDOE or the Borough Field Support Centers. Examples of DOE PD include Advance trainings offered to administrators and teacher leaders at the city-wide level and webinars on testing or HR matters. The BFSC offers supports in trainings offered to specific parties such as Guidance Counselors and Paraprofessionals during citywide PD designated days and site visits by support Specialists. On call site visits generally take the form of staff presentations on matters such as writing IEP goals and Present Levels of Performance or to specifically work alongside teachers in developing plans, aligning CCLS tasks, developing effective performance tasks and so on. Examples of topics covered in PLT PD include; effective questioning, Depth of Knowledge, SMART goals, learning targets, instructional shifts to the common core, UDL, student engagement and assessment in instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N / A

3b. TA Coordination with the Regular Program

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

N / A

Part 4: SWP Schools Only

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

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

N / A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

On the other hand, the creation of a stronger data culture in the school is an ongoing process. This data culture facilitates continuous data analysis of student performance and progress to disaggregated ethnic groups, gender trends

and socioeconomic influences to improve our services. Consequently, our school community focuses in making sure that all action plans consistently identify clear measurable targets, allocate responsibilities to named people and include specific time frames. We want to ensure that teachers give students consistently clear feedback, explaining what they have done well and how to improve their work further, especially when work is displayed.

Several teams are in place and they meet regularly in both content teams and grade teams and engage in collaborative conversations about students whom they share. Teachers are at the beginning stages of giving feedback on instructional practices in order to improve student understanding. The school has a team that is focused on using an inquiry approach to strengthen curriculum and pedagogy,

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	352,053.00	X	Part 4b of Sections 5A, 5B, 5C, 5D, and 5E.
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,882,112.00	X	

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent**

Compact (SPC) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal William Quintana	Assistant Principal Shirley Ithier
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Illiannette Cirino	School Counselor Lynette Ortiz
Teacher/Subject Area Cesar Florez	Parent Erwin Serrano
Teacher/Subject Area type here	Parent Coordinator Antonio Melendez
Related-Service Provider type here	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Carron Staple	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	426	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	14
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	9		2	9		8	8		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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							9	2	2	7	2	2	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	0	0	0	0	0	0	0
Emerging (Low Intermediate)							2	0	0	1	0	0	0	0
Transitioning (High Intermediate)							1	0	0	3	0	0	0	0
Expanding (Advanced)							6	2	2	4	2	2	0	0
Commanding (Proficient)							0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total									1				1	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	0	0
Integrated Algebra/CC Algebra	2	0	1	0
Geometry/CC Algebra	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>ALGEBRA CC</u>	4	0	1	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	1	0
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0			
Geography	0			
US History and Government	3		0	
LOTE	1		1	
Government	0		0	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The assessment tools used to assess the literacy skills of ELL students are the NYSESLAT (using modalities) , LAB-R and City Wide Reading/Math exam report as well for middle school students and incoming 9th graders. That data acquired through these assessment tools helps the teachers collaborate and create strategies that will help students improve in the areas of word sentence reading, passage comprehension, and sentence completion. In turn building skills in the four areas of testing reading, writing, listening and speaking in order to reach proficiency. All data collected from assessments is used for programming and planning. Teachers are able to identify the needs of the students and appropriately plan for the upcoming school years addressing all content areas for student improvement. HSMS has 19 ELLs out of those 19 - 12 are Middle School students grades 6-8 and 7 are High School students grades 9-12.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The higher the proficiency level reflected on both the LAB-R and NYSESLAT, the higher the grades for ELA and Social Studies will be.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Listening and Speaking proficiencies are usually higher than reading and writing levels, therefore, infusing reading and writing across the curriculum is a must in order to bridge the gap exhibited by the NYS modality and scores. Using the the data collected allows for targeted programming and differentiation in instruction.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Data seems to indicate that the performance of ELLs when taking exams in their Native Language are higher than when they take tests in English.

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
As part of enrolling a student, a Home Language Survey is filled out by the parent or guardian. If the Home Language Survey indicates that a language other than English is spoken at home, the procedure to determine a student’s eligibility begins. A student may be identified as an ELL by previous enrollment in an ELL program, or after being administered the Language Assessment Battery-Revised (LAB-R). Parents of an eligible student receive a letter within 10 days of enrolling their child. If parents decline the services offered, they are asked to sign a letter requesting their child be withdrawn. The Parent Coordinator and Guidance Coordinator/ELL Liaison meet with the Parent and the student to conduct interview and placement.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Medical Science offers a Free Standing ESL program as per our CEP students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL service periods by highly a qualified and certified ESL teacher. As a screened program students entering our school have already been categorized in regards to ELL status. However, if a parent or a teacher expresses concerns over a particular child’s language proficiency, the ELL liaison is outreached for testing.placement purposes .This process is encouraged within the first 10 days following the same model as if a student is new to the state or to the NYC Department of Education for the first time.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
Once the identification of ELL’s occurs, student placement decisions are made through a holistic profile summarizing results of multiple assessments , such as tests, classroom assessments, interviews and teacher observations. Once the parent/guardian is notified of the child’s entitlement, orientations are arranged and held for parents to gain the necessary knowledge of programs available to their child withinthe school they are attendingmaterials are provided in the parent’s home language which will indicate the program the parent has chosen (in our case Free-Standing ESL) for their child. Parents are also informed of when students may exit from ELL programs and tranistion to monolingual English instruction without ESL services. They are informed how the NYSESLAT determines whether they tested out or not.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The NYSITELL has five grade bands HSMS offers the following grades 5 – 6, 7 – 8 and 9 – 12. as we are a 6-12 school. The exam assesses students speaking, listening, reading, and writing skills which are defined by New York State's English as a Second Language Learning Standards. The speaking section is administered to students individually and asks the students to respond to a word or statement read aloud or to a photo. The other sections are administered to students in a group based on grade level. The reading section asks students to answer questions and prompts about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a photo and/or word or a statement which is read aloud.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
HSMS offers ELLs a Free Standing ESL program as per our CEP, students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL periods by certified ESL teachers. Parents/Guardians are aware of the fact they are entitled to choose a different program at another school as per NCLB. Parents choose to remain at HSMS based on the trends in program choice for the school. The program models offered at HSMS are in alignment with parent requests by providing the students with the support and resources they need to become proficient in ENGLISH allowing them to exit the ELL program into monolingual English classes. We continue to work at building a strong ELA curriculum as a foundation for English Language Arts Instruction and English as a Second Language. Instruction is continuously aligned for ELLs with ESL performance indicators and learning standards as well as grade level indicators in all content areas as well as ELA. We continue to emphasize the need for technology as it is incorporate into instruction in accordance with NCLB. In order to ensure that these and other efforts to continue providing quality service to our students on-going training is arranged, periodic reviews of student data is continuously encouraged as we analyze achievement data to continue strengthening our differentiated instruction for ELL students.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Medical Science offers a Free Standing ESL program as per our CEP students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL service periods by a certified ESL teacher. As a screened program students entering our school have already been categorized in regards to ELL status. However, if a parent or a teacher expresses concerns over a particular child's language proficiency, the ELL liaison is outreached for testing, placement purposes. This process is encouraged within the first 10 days following the same model as if a student is new to the state or to the NYC Department of Education for the first time.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
If a student is identified as being entitled to receive ELL services, the ELL Liaison works along side the Parent Coordinator to ensure that entitlement letters are sent out and received by the child's parent/guardian in compliance with the CR-PART 154 which requires that ELL students receive appropriate services in order to acquire and develop ENGLISH language skills and meet the standards in the core subjects expected at their grade and age levels.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ELL Coordinator reviews ATS reports to identify students eligible for continued services. Parents of students eligible for ESL services will receive their entitlement letters within the first 5 days of the beginning of the school year. ELL Coordinator will create class logs listing all ELL students, per class and grade. Parents not attending initial orientation will be contacted by Parent Coordinator, via telephone, to schedule an individual parent meeting during morning or evening sessions, within 10 days of initial student enrollment. In exceptional cases where parents are unable to attend initial parent orientation or individual meetings, the ELL Coordinator/Licensed School official will arrange for a telephone conference. ELL Coordinator will document date of telephone conferences. Parents contacted via telephone conference will still be required to schedule an individual meeting with the ELL Coordinator to sign the Program Selection form and survey for their child.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents who do not attend any of the scheduled meetings and who cannot be contacted via telephone will receive a written notification of their child's placement in the school's program which is a Free Standing ENL. This will follow once all attempts at contacting parent to schedule a meeting and provided the necessary documentation have failed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All HLIS forms are kept in students cumulative folder as well as attached to the student OTC (over the counter documents) upon admission.

11. 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.
All identified and qualifying ELLs will be administered the NYSESLAT, each spring. ELL Coordinator will generate and review the RYOS and RLER to ensure that all eligible students are administered the NYSESLAT. Parents will receive written notification of the NYSESLAT testing period with a copy of the program given to students of their test dates. ELL Rosters will include a checklist where test administrators will record each NYSESLAT language modality assessed, as well as SWD testing modifications. During the NYSESLAT exam period, test administrators will review NYSESLAT logs and administer all sections within the required testing period. During administration of the NYSESLAT, the Speaking portion of the exam will be administered individually to each student and in a separate location. The Listening, Reading, and Writing portion of the exam will be administered to students as a group. The Make-up test period will be the dates remaining in the primary testing period. English language learners with disabilities will be provided with testing accommodations, as mandated by IEPs and 504 Plans. ELL Coordinator will also utilize the REXH and RNMR reports to determine student proficiency levels, develop instructional groups, and ensure that all ELLs testing are provided with mandated units of ESL instruction.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are sent out by the ELL Coordinator informing parents of testing periods and dates. A phone master is sent out reminding parents about the exam(s) for at least three days before testing begins.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
HSMS offers a Free Standing ESL program following the Push-In/Pull-Out and self contained model.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
HSMS offers a Free Standing ESL program following the Push-In/Pull-Out and self contained model, which provides research based ESL strategies and methodologies to help meet our ELLs needs. The ESL teachers collaborates with classroom teachers to build upon classroom instruction and modify instruction and assignments thereby scaffolding classroom work.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
As per CR-15 ELA is the foundation for NLA, ESL and ELA curriculum. HSMS assigns the required units of study to ensure alignment with program models required and delivery of services. For grades 6-8 2 units of ELA are provided at the beginner level (Entering), Students at an intermediate (Emerging) / High Intermediate level (Transitioning) receive 2 units of ESL instruction, at the Advanced level (Expanding) student receive 1 unit of ESL and 1 unit of ELA. Each content area provides the following: English Language Arts which has daily literacy blocks (2 pds daily/10 pds wkly). The mathematics program model of instruction has (2 pds dly/ 10 pds wkly) and is fully aligned with the requirements for the NYS Department of Education and Common Core Standards. The Science Program is also fully aligned. The 11 th and 12 th grade complete a one year sequence in either

Environmental Science, Physical Science, Anatomy, Health & Nutrition, AP Chemistry, Analytical Chemistry. Science offers a unified system of instruction across grades 6-12. In social studies, instruction is provided to support student with understanding social studies content, current events and other social sciences such as sociology and psychology. Responsible for two NYS Regents exams, all instruction in Social Studies is based on acquiring critical analysis skills, interpretation of document based questions and test sophistication with double periods of instruction. A global view of world events and cultures are explored in Global History in grades 10 and 11. The Foreign Language course work is accomplished in all modalities of speaking, listening, reading and writing of the Spanish language. In beginning courses, students are exposed to basic structures of greeting, basic grammar, situational translation, and basic conjugation of verbs with a focus on reading comprehension. Intermediate foreign language course work explores sentence structure, writing composition and more advanced conjugation with focus on conversation skills. Advanced Foreign language coursework continues to advance student proficiency in grammar conversation and writing, but primarily focuses on critical reading and analysis of Spanish Language literature. In HSMS Arts and Music is offered to students in Studio Art and Keyboard, Vocal & Musica appreciation.

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

At HSMS there are two types of incoming students, those with records which carry a history of records on ATS or hard copy and those without records who come to us as over the counter (OTC). All incoming students receive the HLI to ensure they have a copy on file. Students entering new from another country are scheduled to take the LAB-R within the first 10 days of their admission date. Once done, students are identified and provided with services until the NYSESLAT is given in the Spring to determine the students levels of proficiency.

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

NYSESLAT scores and data is collected and the modality report is printed from RNMR this data is used to determine the grouping of students as well as the level of instruction. This information is shared by the ESL teacher with the ELA Teachers to differentiate instruction in order to assist the student in building skills which will increase their scoreing in each of the four modalities as well as their overall proficiency eventually testing at the commanding level in ESL. Those students will receive continued support through Credit Recovery if they qualify and individual programs during the day tailored to meet their academic needs

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12

Chart (10 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

All students are placed in blocked programs, an exception is made for student with needs not met through regular scheduling. In this case students with individual needs are programmed based on those to ensure all areas and needs are met in preparation for testing (NYSESLAT) as well as to meet all NYS Req. as per the ELL Policy for graduation .

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

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

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
Chart INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

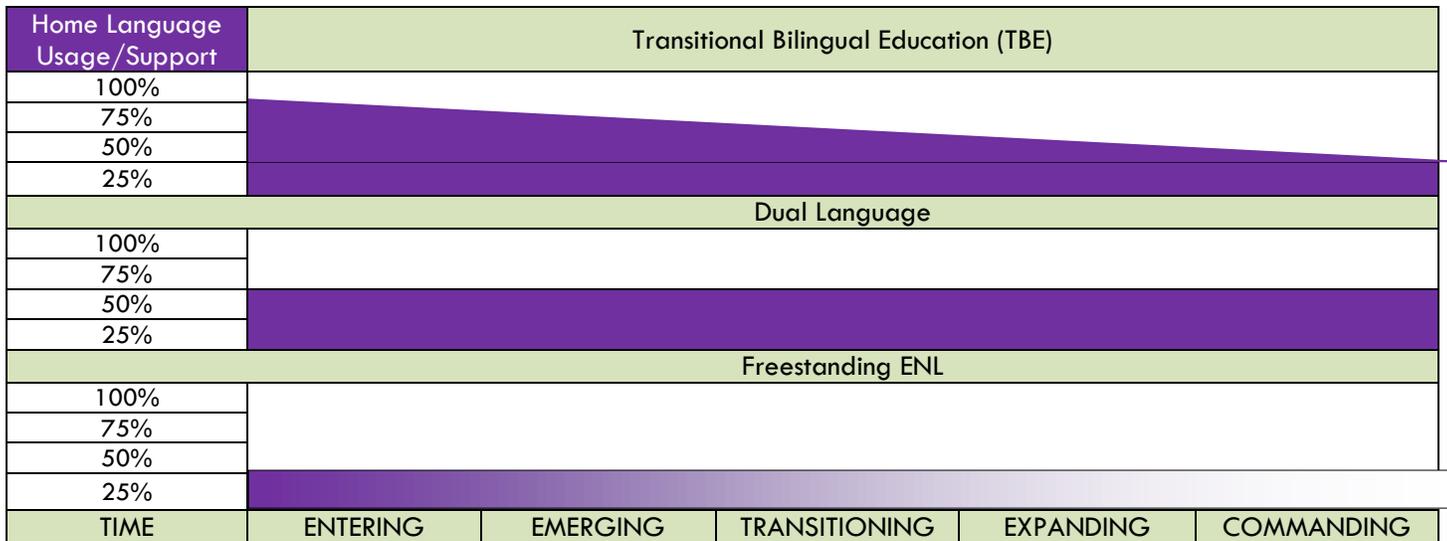


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. At HSMS all certified teachers are used to working with ELLs to ensure that the amount of minutes mandated are met by providing support to all ELLs at all levels of proficiency (Beginning, Intermediate, and Advanced level students) The following support structures or services are in place in our school for ELLs: AIS, RTI and Credit Recovery. All programs made available to ELLs are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ELLs are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving ELLs students are aligned with New York State standards in the seven core , English as a second language (ESL) and English language arts (ELA) curricula is aligned with the NYS CCLS ELA standards. Instructional strategies promote the transfer of literacy skills learned. Certified teachers, administrators, and staff working with ELLs. The staff participates in ongoing, long-term staff development with strong emphasis on the New CCLS learning standards. The single most critical element for successful learning by ELLs is the quality and preparation of the teachers. Principals are highly articulate regarding curriculum and instructional classroom strategies for ELLs. Flexibility and expansion of instructional time, such as after school programs, extended school year, and Saturday schools for ELLs are supported. The languages and cultures of ELLs are respected and valued throughout the school. Parents of ELLs are made to feel important members of the school community. Parents of ELLs are meaningfully involved in the education of their children and are informed about the State standards and assessments. Parents are provided with strategies to increase their ability to help with their children's homework. Parents of ELLs are encouraged to become more active and involved members of the school community and to participate in decision-making activities. ELLs performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures through Acuity and data will continue to be collected and assessed through the new School Net system.
12. What new programs or improvements will be considered for the upcoming school year?

HSMS has welcomed the leadership program for grades 6-12 for Home Work help and Peer Tutoring as well as The Kaplan Program for grades for the High School students.
13. What programs/services for ELLs will be discontinued and why?

There will be no discontinuation of programs for ELLs at HSMS. The only changes that will be taking place is the exiting of students into monolingual programs after scoring proficient in the NYSESLAT. Once that has happened continued support will be provided to ensure students continue progressing.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are programmed for AIS and or Credit Recovery based on their needs just as other students are programmed. The ultimate goal apart from becoming proficient in their language acquisition is to have them graduate with their cohort and to meet all CCLS in order to attend the college of their choice. Certified teacher are part of AIS and Credit Recovery as it is one of the single most critical element for successful learning for ELLs, SWDs and Monolingual students alike.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The instructional materials used with ELLs are Prentice Hall Literature, Empire State NYSESLAT, Socratic CODE X and Pearson Mathematics as well as Wordly Wise. Students have Lap tops within their classrooms to do research for all subjects (Lap tops are used to implement RTI programs as well as for AIS and Credit Recovery), Through the Danielson Framework and the New School Net CCLS assessments teachers identify student needs and build on their curriculum with the data collected (through the assessments now offered online through school net). This allows for differentiation at every level and subject area. RTI is used for progress monitoring ELLs & SWDs and it is implemented in all areas of instruction. HSMS is a print rich school. Students are given accounts to manage their classwork and teachers set specific goals for each student. Every student works independently. Reading and Writing is emphasized in every subject and there is a writing component and use of technology in all content areas including physical education.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The goals of ESL are to provide content area instruction in English using ESL methodology and instructional strategies as well as Native Language support to ensure comprehension. ESL instruction is based on literature and content based instruction that is aligned with the NYS CCLS. English is used to teach core content areas including Physical Education.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs are grouped accordingly and have access to grade-appropriate content and language instruction through a highly qualified teacher. This is done because heterogeneous language grouping facilitates English language learning and it creates the need to use the English Language. Instructional strategies and support include balanced literacy like read aloud, shared reading, word walls, shared writing. critical thinking skills, independent reading and independent writing. Students learn how to distinguish between informational literacy and functional passages becoming familiar with the styles of questioning on the new NYS CCLS assessments.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N / A

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our teachers will continue to receive support in reciprocal teaching, data analysis, as well as planning aligned to the new Common Core Teaching Standards. We will continue to have formal/informal meetings between classroom teachers and inquiry teams to build on new teaching strategies in all content areas.
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Weekly professional development is provided to all staff members. ELL teachers as well as NLA Teachers meet along with the ELA department to plan based on data collected from assessments. ELL teachers are sent to Network meetings to ensure that any new information is disseminated and received accordingly by teachers to support ELLs' progress.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
HSMS will continue to provide teachers with training for new ideas on strategies such as (Danielson's Framework) for teaching and providing students with differentiated instruction. They will also continue to offer students support in AIS, Credit Recovery and RTI. They will continue to receive training in NYSESLAT test prep as well as ELA test prep in order to prepare the students for the New Common Core ELA and Integrated Algebra Regents exams, RCTW & RCTR & the New Common Core NYS Reading and Math Exam for middle schoolers; as well as students who's IEP show declassification in grades 8 through 12 with a specification of safety net eligibility
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parent involvement in our school has continued to increase throughout the years. Having the help of our outstanding Parent Coordinator makes parent contact simple. We develop a relationship of trust with our parents that brings them in to participate on Saturday's for parent conferences as well as when a teacher is in need of a conference to discuss student progress and/ or concerns. The Pupil Personnel department along with the Parent Coordinator and attendance office work collaboratively to ensure that ELL students' parents do not feel separate or alienated from the monolingual parents. All conferences are translated and all documents are provided in students native language to ensure clear understanding of what is being discussed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Through Parent Association meetings we meet with the Parent President and the Parent Coordinator which provide us with detailed lists of questions concerns and requests made by parents of monolingual and ELL students.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
HSMS has developed partnerships with the Leadership Program, Middle School students in the lowest third receive Home Work Help as well as Social Skills training, Montefiore My Health Clinic provides medical services to the students in the school who have brought in parent consent, NYPD Community Affairs officers provide services to members of the community/ NYPD School Safety Uniformed Task Force provides safety lessons to all students within the school to build awareness and prevent incidents within the campus, FDNY provides informational workshops to parents in the community, ESL services and English classes through referrals to outside agencies through the Legal Aid Society and Immigration for Community Advocates is also provided.
5. How do you evaluate the needs of the parents?
We use PA Meetings as our needs assessment for parents and ensure answers for the next parent meeting the following month or set up conferences with staff members within the school that can assist the parent with their needs.
6. How do your parental involvement activities address the needs of the parents?
HSMS takes the time to carefully review all parent questions, concerns and requests. We provide parents with detailed explanations of all that is being done in the school schedule, meetings with guidance counselors, and teachers as requested. We provide parents with the guidelines for applying for working papers, high school application process, college application process etc. We hold meetings through the Parent Coordinator once a month (Saturday's) where issues are discussed, We hold a college night for parents and students to come and participate in in the Fall of every year and speak to schools their children are considering applying to. We hold meetings for parents of students with Special Needs and ELL students, and we provide referrals for parents who express an interest in outside services.

D. Additional Information

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

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Quintana	Principal		10/30/15
Shirley Ithier	Assistant Principal		10/30/15
Antonio Melendez	Parent Coordinator		10/30/15
Illiamette Cirino	ENL/Bilingual Teacher		10/30/15
Erwin Serrano	Parent		10/30/15
Cesar Florez	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lynette Ortiz	School Counselor		10/30/15
Carron Staple	Superintendent		10/30/15
Socorro Diaz	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X413 **School Name: The High School for Medical Science**
Superintendent: Carron Staple

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school sends written documentation such as Orientation Letters, Senior Activities consent forms, parent handbooks, PTA notices, and Promotion in Doubt Letters. Documents which need translation into languages other than Spanish sent to The Department of Education translation services. These documents are sent at various dates throughout the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent -Teacher Conferences and Welcoming Night, College Nights, PA Meetings, and ASPIRA meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

For parents who speak a language other than Spanish, the Parent Coordinator uses the number to guide parents in taking advantage of the translators available by phone through the Department of Education.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For parents who speak a language other than Spanish, the Parent Coordinator uses the number to guide parents in taking advantage of the translators available by phone through the Department of Education.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

By using all the resources from the Language Access Kit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Learning Environment Survey.