

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X670

School Name:

HEALTH OPPORTUNITIES HIGH SCHOOL

Principal:

JULIE MCHEDLISHVILI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Health Opportunities High School School Number (DBN): 07X670
Grades Served: 9-12
School Address: 350 Gerard Avenue Bronx NY 10451
Phone Number: 718-401-1826 Fax: 718-401-1632
School Contact Person: Julie Mchedlishvili Email Address: Jmchedlishvili@schools.nyc.gov
Principal: Julie Mchedlishvili
UFT Chapter Leader: Frank Georgiadis
Parents' Association President: Yolima Valbuena
SLT Chairperson: Sarah Knotts
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Yolima Valbuena
Student Representative(s): Selorm Boto
Bryam Diaz

District Information

District: 7 Superintendent: Elaine Lindsey
Superintendent's Office Address: One Fordham Plaza Room 842a Bronx NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue Bronx NY 10462/ One Fordham Plaza Bronx NY
Director's Office Address: 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/ 718-741-8895 Fax: 718-828-6280

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)
Julie Mchedlishvili	*Principal or Designee	
Frank Georgiadis	*UFT Chapter Leader or Designee	
Yolima Valbuena	*PA/PTA President or Designated Co-President	
Sandra Barrett	DC 37 Representative (staff), if applicable	
Yolima Valbuena	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Bryam Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Selorm Boto	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sarah Knotts	Member/ UFT	
Vikram Arora	Member/ UFT	
Gina Devot-philippeaux	Member/ UFT	
Evangelista Checo	Member/ Parent	
Bienvenida Uceta	Member/ Parent	
Wendy Vasquez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Crystal Ramos	Member/ Parent	
Gladys Caro	Member/ Parent	
	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.

At Health Opportunities High School we are dedicated to providing rigorous and stimulating instruction as well as establishing a nurturing and supportive environment that will enable our students to achieve their graduation requirements. Our graduates will be prepared for higher education and the world of work. We are committed to seeing our students achieve academic excellence, global awareness, and leadership skills.

Our standards-driven instruction, internships and study opportunities enable all students to acquire career related skills, explore issues of self-awareness, interpersonal relationships, and respond to the demands of global citizenry. We strive to create well-rounded civic-minded individuals who are involved in local as well as global communities, and who are prepared to succeed long after they have graduated from our school.

Using the data from the Learning Environment Survey and recommendations from student members of School Leadership Team and Student Council, we made our priority to provide all with the experiences of a large school within a close knit community that values the needs of each constituent member. **At HOP every student is nurtured, known, safe and challenged.**

We are one of ten schools in NYC who has a fully-staffed medical clinic in partnership with Morris Heights Community Health Center. Students have the ability to get their physical done or to get an immediate medical attention without missing a day from school. We have received the Wellness Council grant for 3 years in a row to ensure students, parents, and staff wellness.

We have a partnership with the College Bound Initiative for 13 years. This results in 95% of our graduating seniors being accepted to colleges. The graduation requirement for our school is at least 120 hours of community service. We offer 7 Advanced Placement courses; including Biology, European History, United States History, Spanish, English Language and Composition, and English Literature. We provide robust and diverse array of activities for students: Urban Word, LEAP On Stage, Liberty Partnership programs, Changing the Odds, Blue Cross Blue Shield and receive the Service in School award every year. In conjunction with a health-infused and wellness curriculum, our students participate in a variety of performance arts activities: Talent Show, Lip Sync Battle of the Classes, and Night of Student Plays. Our school has made the most progress over the years in the element of "Collaborative Teachers". After analyzing data from our "in-house" observations tracker and later from *Advance*, we realized that we have to provide more time for professional development for teachers in areas of classroom organization, assessment, and instruction. In order to achieve this, all content areas teams (ELA, Math, Science, Social Studies, and Special Education) meet on a daily basis at designated time. This academic programming initiative was facilitated in collaboration with School Time Lab personnel to provide the faculty with an opportunity to work on development of students' academic behavior, plan rigorous and challenging instruction, develop assessments, analyze those assessments and implement action plans to improve instruction based on those assessments. This measure was initiated by teachers from different content area departments through the survey at the end of the school year 2012-2013. Teacher teams work on modifications in lesson planning and curriculum and use a protocol for analysis of student work. Daily meetings of teacher teams are a crucial tool in mentoring and supporting early career teachers. In addition, during the fall of 2014, we started the utilization of 35 minutes on Tuesday for special teams' meetings: Professional Development, Success Mentors, Growth Mindset Inquiry Team, Wellness Council, Advisory Prep team. This setting helped teachers to drive success in the classrooms and across the school and developed a stronger school-based professional community. The key areas of focus for this year are Rigorous Instruction, Supportive Environment, and Strong Family-Community ties.

07X670 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	561	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	17	# SETSS	3	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.0%	% Attendance Rate			80.3%
% Free Lunch	85.3%	% Reduced Lunch			3.8%
% Limited English Proficient	11.3%	% Students with Disabilities			19.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			35.7%
% Hispanic or Latino	59.1%	% Asian or Native Hawaiian/Pacific Islander			2.8%
% White	1.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.9	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			6.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			5.45
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
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	54.6%	Mathematics Performance at levels 3 & 4			37.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	50.0%	% of 2nd year students who earned 10+ credits			52.1%
% of 3rd year students who earned 10+ credits	55.3%	4 Year Graduation Rate			56.3%
6 Year Graduation Rate	81.4%				
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			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	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			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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.
- According to Advance 69% of teachers are rated “developing” or “ineffective” in Using Questioning and Discussion Techniques and 44% of teachers are rated “developing” or “ineffective” in Using Assessment in Instruction.
 - Quality Review found that our school has to deepen teacher skill in the use of common summative assessments, daily formative assessment data, as well as student self-assessment to ascertain student progress, plan targeted instruction, make instructional adjustments, and ensure that students are aware of next learning steps and progressing towards mastery of learning objectives.

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, 60% or higher of teacher will be rated “Effective” or “Highly Effective” in Domain 3, as evidenced by the overall ratings in Advance and overall student achievement on New York State Regents Exams.

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. 			
Vertical teams of core content area teachers will meet three times a week during common planning time (CPT) and plan curricula and tasks that are aligned to Common Core Learning	Core Content	September 2015-June 2016	School Leaders

Standards, incorporate the instructional shifts, and plan to emphasize rigorous habits and higher-order skills and to provide data-driven scaffolds that cognitively engage all learners. Teachers will study Common Core Learning Standards and use what they learn to guide discussions about the adequacy of their current instructional efforts and to organize subsequent improvement activities.	area teachers		
<ul style="list-style-type: none"> Horizontal teams of teachers will meet three times a month on Mondays and plan curricula and tasks that are aligned to Common Core Learning Standards, incorporate the instructional shifts, and plan to emphasize rigorous habits and higher-order skills and to provide data-driven scaffolds that cognitively engage all learners. Parental Resources Fair took place in February and incorporated presentations from Horizontal Teams on students' achievement in strong communication and interpersonal skills. 	All Teachers All Parents	September 2015-June 2016 • February 2016	School Leaders Parent Coordinator and School Leaders
• "Teaching Matters" coaches meet with every team on a weekly basis and conducts Japanese Lesson Studies cycles with every content area teacher. The overarching goal of the PD series is to increase teacher's pedagogical knowledge around incorporating higher-level questioning and ongoing checks for understanding.	All Teachers	September 2015 – November 2016	PD teacher team and School Leaders
<ul style="list-style-type: none"> Learning Walks for all teachers occur every month. Teachers participating in the Learning Walks evaluate the level of using higher-level questioning, discussions, and on-going checks for understanding in the classroom and identify high-leverage trends. <p>* After these PD series, assistant principals attend and facilitate feedback discussions and institute processes of critical dialogue about classroom practices and sustain collaboration among teachers in horizontal teams.</p>	• All Teachers	• September 2015 – June 2016	<ul style="list-style-type: none"> School Leaders School Leaders

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.											
<ul style="list-style-type: none"> Schedule will be adjusted to incorporate horizontal and vertical teams weekly 2X3 flip meetings during common planning time. Per Diem rate will be budgeted to accommodate inter-visitation schedule during Learning Walks East Side House grants to procure attendance incentives and refreshments for parents during Parental Resources Fair 											
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.

- Bi-monthly School Leaders meeting to discuss soft data from the observations
- Monthly monitoring of Advance Observation Dashboard rating
- In January mid-year individual meetings with teachers to discuss the rating trend

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

<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> School enrollment is 588 students. 115 students are identified chronically absent and having 85% or less attendance for school year 2014-2015. According to the NYC School Survey 93 percent of students feel safe at the school, but only 57 percent of students stated that they feel it is important to come to school every day. According to the School Quality Snapshot 45 percent of students earned 10+ credits in the 10th grade.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, the average attendance rate of students will increase to 85% or higher as evidenced by Period Attendance Report (RPAR).</p>

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) <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>
<ul style="list-style-type: none"> Every targeted student (Success Mentee) will be assigned to the adult Success Mentor. Success Mentor will meet 	<ul style="list-style-type: none"> All students identified as chronically absent 	<p>September 2015 – June 2016</p>	<p>School Leaders Guidance Counselors</p>

<p>with a mentee on a daily basis to monitor attendance. If student is absent, mentor will reached out to parent (s).</p> <ul style="list-style-type: none"> • Success Mentor team will meet on a weekly basis (Tuesdays) with a team leader (Guidance Counselor) to discuss attendance progress of mentees and discuss strategies and incentives. • Success Mentor team leader and two other Success Mentors will meet with the Attendance Team on a weekly basis (Wednesday) to monitor the progress of targeted students and discuss strategies. 			<p>Attendance Teacher</p> <p>Success Mentors</p>
<ul style="list-style-type: none"> • East Side Houses Settlement Attendance Teacher will visit the homes of chronically absent students at night and on the weekends to provide counseling sessions with parents. 			
<ul style="list-style-type: none"> • Family Summit targeting the parents of chronically absent students took place in November. • Resources' Fair targeting the parents of chronically absent students took place in February. • Parental Breakfasts targeting the parents of chronically absent students will take place in December and April. 	<p>Parents of all students identified as chronically absent</p>	<p>November 2015</p> <ul style="list-style-type: none"> • February 2016 • December 2015 and April 2016 	<p>School Leaders</p> <p>Guidance Counselors</p> <p>Success Mentors</p> <p>Parent Coordinator</p>
<ul style="list-style-type: none"> • “Growth Mindset” inquiry team will meet monthly with Success Mentor team to track the progress of chronically absent students in developing three major elements of academic and personal behaviors: “I belong here”; “Learning has value”; “Effort leads to growth”. • Horizontal teams will meet monthly with Success Mentors team and engage in “Kid-Talk” activity, addressing the attendance and lateness of the school and having separate individual conferences about/with student who have high attendance rate. • Improved attendance incentives will be provided every six weeks (Early Bird Lottery, free pass to school parties, attendance raffles, etc. <p>* Social Worker was hired through the application submitted to Office of School and Youth Development and began work on February 1st, 2016. The social worker is designated solely for the work on reducing chronic absenteeism.</p>	<p>All students identified as chronically absent</p>	<p>September 2015- June 2016</p>	<p>School Leaders,</p> <p>Success Mentors, “Growth Mindset” Teacher team, school secretaries</p>

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.

- Part of the UFT contract: 35 minutes weekly to work in teams.
- East Side House Settlement grant to pay per session to Attendance Teacher making home visits during off-school hours.
- East Side House grant to procure attendance incentives and refreshments during Family Summit, Resource Fair and Parental Breakfasts.
- * Office of School and Youth Development provides funding for social worker.

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	X	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.

- Weekly meetings of Attendance Team to evaluate and analyze the progress.
- Weekly communication between attendance coordinator and East Side House Attendance teacher to update the home visits and attendance progress of visited students.
- In October after the Family Summit, the parental involvement is discussed and new strategies for Resource fair are evaluated.
- In February after the Resource Fair, parental involvement is discussed and new strategies are evaluated.
- Monthly gathering of data to evaluate the progress.

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.

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.

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 teacher-parent collaborations to improve student achievement. 	<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>

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.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.										
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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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.

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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.
 - According to NYC School Survey 98 % of parents reported that school staff regularly communicate with parents about how staff can help students, but only 82 percent reported that the staff informs them how to advance the school’s mission.
 - 36 % of parents participate in the school-family events during the school year.

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.

By June 2016, 90% of parents will indicate that school value's family input and participation in advancing the school's mission is valued as evidenced by NYC School Survey.

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) 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>
<ul style="list-style-type: none"> • The school will expand Advanced Placement program in 2015-2016 by offering 6 Advanced Placement courses: English Language and Composition, English Literature, European History, United States History, Biology, and Spanish Language. • Registration to Advanced Placement courses will be opened for all interested 10th, 11th, and 12th graders through Advanced Placement orientation in spring of 2015. • Meeting with parents of students registered for Advanced Placement courses will take place twice a year to inform parents about the opportunities in college preparation and rigor and will gather parents' feedback to improve the program. 	<ul style="list-style-type: none"> • * All 10th, 11th, and 12th grade students • * All 10th, 11th, and 12th students • * All parents of students registered in Advanced Placement courses 	<p>September 2015-June 2016</p>	<p>School Leaders</p> <p>Guidance Counselors</p> <p>Advanced Placement courses teachers</p> <p>Parent Coordinator</p>
<ul style="list-style-type: none"> • Career –technological program in Fitness Training and Aerobic Instruction will start in the 9th grade with special courses in Human Anatomy and Exercise Physiology and Nutrition and Weight Management. The program will culminate in 16 credits sequence and will result in students being certified by American Academy of Personal Training. • Meeting with parents of students registered for Fitness Training and Aerobic Instruction program will take place twice a year to inform parents about the development of the program and gather feedback. 	<ul style="list-style-type: none"> • All 9th grade students • All 9th grade students parents 	<p>September 2015-June 2016</p>	<p>School Leaders</p> <p>Guidance Counselors</p> <p>9th grade Science Teachers</p> <p>9th Grade Health Teachers</p> <p>9th Grade Physical Education Teachers</p> <p>Parent Coordinator</p>

<ul style="list-style-type: none"> • Hostos Community College School of Adult and Continuing Education will start after school program on campus and will offer free classes for parents in English as a Second Language, Naturalization, and Certified Nursing Assistant. Parents will participate in orientation to register for these courses twice a year. • Hostos Community College School of Adult and Continuing Education will offer Summer Bridge program for incoming 9th graders during the summer of 2015. Parents will participate in the Summer Bridge orientation and will provide their input. • Hostos Community College School of Adult and Continuing Education will offer Certified Nursing Assistant course in the afternoon for all interested students. Parents will participate in the orientation twice a year and provide their feedback. 	<ul style="list-style-type: none"> • All parents * 9th Grade parents 	<ul style="list-style-type: none"> • September 2015 – June 2016 • July 2015 • September 2015 – June 2016 	<p>School Leadership</p> <p>Parent Coordinator</p>
<ul style="list-style-type: none"> • Family Summit focusing on strengthening the school mission and improving the school-families partnership will take place in November. • Resources’ Fair will take place in February. Staff and families will participate in activities promoting partnership in educating children. • Parental Breakfasts providing parents with skills and resources on how help their children stay engaged in school will take place in December and April. • Multicultural Fair and Talent Show will take place in May. Parents, students and staff will participate in the all-day event promoting tolerance, inclusiveness and educating each other about their cultures. 	<p>All school parents</p> <p>September 2015 - June 2016</p> <p>School Leadership</p> <p>Parent Coordinator</p> <p>Parent Association leaders</p> <p>All teachers</p>		

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.

- Schedule will be adjusted to incorporate Advanced Placement Courses, Fitness Trainer and Aerobics Instructor program courses in the master schedule.
- Part of the UFT contract: 35 minutes weekly to work in teams.

* GE Skills grant to procure ENACT services for Parental Breakfasts

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	X	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.

-
- By-monthly meetings between School leaders, Leaders of Parent Association and parent coordinator to evaluate data from parental participation during the events and discuss parental feedback from informational events.
- Trends in Parental Attendance will be evaluated in January 2016.
- In-house School Environment Survey will take place in January and in June to evaluate parental responses about their input and participation in advancing the school’s mission.

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)	Students perform below grade level	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve blended learning in the classroom	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Twice a week after school
Mathematics	Students perform below grade level	Test-taking strategies Cornell Note-taking Online practice test Summarization, questioning, identifying detail techniques Inquiry and observation skills Graphic Organizers Technology being used to achieve	Tutoring (small group; one-to-one) Targeted Intervention Peer-tutoring	During and after the school day Twice a week after school Every day during the school day Twice a week after school

		blended learning in the classroom		
Science	Students perform below grade level	<p>Test-taking strategies</p> <p>Cornell Note-taking</p> <p>Online practice test</p> <p>Summarization, questioning, identifying detail techniques</p> <p>Inquiry and observation skills</p> <p>Graphic Organizers</p> <p>Technology being used to achieve blended learning in the classroom</p>	<p>Tutoring (small group; one-to-one)</p> <p>Targeted Intervention</p> <p>Peer-tutoring</p>	<p>During and after the school day</p> <p>Twice a week after school</p> <p>Twice a week after school</p>
Social Studies	Students perform below grade level	<p>Test-taking strategies</p> <p>Cornell Note-taking</p> <p>Online practice test</p> <p>Summarization, questioning, identifying detail techniques</p> <p>Inquiry and observation skills</p> <p>Graphic Organizers</p> <p>Technology being used to achieve blended learning in the classroom</p>	<p>Tutoring (small group; one-to-one)</p> <p>Targeted Intervention</p> <p>Peer-tutoring</p>	<p>During and after the school day</p> <p>Twice a week after school</p> <p>Twice a week after school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Related Services indication on Individual Education Plan</p> <p>Recommendation from Pupil Personnel Team</p>	<p>Counseling, mentoring, peer-mentoring</p>	<p>Group counseling sessions</p> <p>One-on-one counseling sessions</p>	<p>Every day</p> <p>Every day</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.
Interviews are set up with prospective staff that fulfills all licensing requirements.
Teaching assignments are arranged according to areas of teacher strength.
In order to ensure our staff is highly qualified, ongoing professional development sessions are held throughout the year and are based on staff need.

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).
Every week, two hours are dedicated for whole staff professional development. During this time, strategies for meeting Common Core Standards are introduced and best practices are shared. In addition, teachers meet on a daily basis by department to plan together along with their department supervisor.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet daily with an administrator in common planning time to discuss the needs of students and work together to determine appropriate assessments. During professional development teachers are shown how to use specific software to analyze assessments results and create action plans.

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	456,402.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,090,628.00	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

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. **Health Opportunities High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Health Opportunities High School** will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>51</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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 Julie Mchedlishvili	Assistant Principal Linda O'Connor
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Adrian Vazquez	School Counselor Sandra Haydak
Teacher/Subject Area Alexandra Balant/ELA	Parent type here
Teacher/Subject Area Sarah Knotts/Special Ed	Parent Coordinator Keyla Familia
Related-Service Provider Dorline Jean	Borough Field Support Center Staff Member Holly Reichert
Superintendent Elaine Lindsey	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	1	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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	560	Total number of ELLs	53	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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	53	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	10
SIFE	14	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	11

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	28	9	1	14	5	2	11	0	7	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

* 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: _____
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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										24	15	9	2	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French											1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	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)										7	4	4	0	0
Emerging (Low Intermediate)										4	2	1	2	0
Transitioning (High Intermediate)										4	0	1	0	0
Expanding (Advanced)										13	9	1	1	0
Commanding (Proficient)										10	12	6	7	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	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										10	12	6	7	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	9	0	2	0
Integrated Algebra/CC Algebra	25	0	6	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	25	0	5	0
Physics	0	0	0	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	16	0	1	0
Geography				
US History and Government	9	0	0	0
LOTE	0	0	0	0
Government	0	0	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.
Health Opportunities High School uses the data from the NYSESLAT, Scantron, NYS ELL Periodic Assessment, and teacher-made assessments to assess the literacy skills of our ELLs. This data informs us that students struggle with comprehending tier two and three vocabulary. In addition, they struggle with inferencing and drawing conclusions. In their writing, they have difficulty supporting claims with sufficient evidence. This tells us that we need to a) intensify vocabulary instruction across the curriculum and require students to use the vocabulary in their writing and speaking, b) do more frequent modeling of and practice with inferencing, and c) model strong writing and require more writing from students across the curriculum
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade, many have become transitioning in those modalities. However, they are slower to gain proficiency in reading and writing. In the 9th grade they range from entering to expanding, while in the 10th and 11th grades they plateau at the expanding level. The majority of students tested at expanding and commanding, thus continue to receive services for two years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The AMAO is used to determine which ELLs are at risk and which targeted interventions could be put in place such as after school tutoring, Saturday academy, teacher/student conferences, and student work discussions. The data on the AMAO reveals credits earned, Regents scores and other graduation requirements.
- 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?

For the free-standing model: ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade, many have become transitioning in those modalities. However, they are slower to gain proficiency in reading and writing. In the 9th

grade they range from entering to expanding, while in the 10th and 11th grades they plateau at the expanding level. The majority of students tested at expanding and commanding, thus continue to receive services for two years. Students take all content area exams (with accommodations) in English, and although regents exams are available in most of our students' native languages, 99% choose to take the exams in English and have a copy in their native language for reference.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Scaffolding, front-loading of vocabulary, shades of meaning, DOK, question-answer relationship (QAR), graphic organizers, leveled questions, and other strategies are used in instructional decisions in regards to ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

We ensure that ELLs are programed in classes in which they are to receive push in services from the ESL teacher where the teacher uses scaffolding, front-loading of vocabulary, shades of meaning, DOK, question-answer relationship (QAR), graphic organizers, leveled questions, and other strategies are used in instructional decisions in regards to ELLs.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ELLs by whether they make adequate yearly progress on the NYSESLAT, by their regents passing rates and by graduation rates. In addition, we consider whether they are becoming acclimated to school culture and growing socially and emotionally. All the while ensuring that they make connections with varying school community populations.

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.
The initial identification of a student, on the high school level, who may be an ELL begins when they arrive at the enrollment center. However, when there is a possibility that a student may be an ELL they are taken to the parent coordinator's office and the ESL certified administrator or coordinator is called immediately who then meets with the pupil personnel secretary to check on ATS and see if the student was previously administered the HLIS, NYSITELL or the NYSESLAT. Within 10 school days, the parent and the student are given an informal interview by the ESL administrator or the ESL coordinator in English and in their Native Language (if assistance is needed to complete interview in Native Language the Translation department is contacted for assistance). During the interview the Home Language Identification Survey (HLIS) is explained. After they have completed the Home Language Identification Survey has been completed it is reviewed and if the home language is English, the student receives a general education program. If the home language is a language other than English but the student's primary language is English the student receives a general education program. If the student speaks a language other than English and speaks little or no English they require an initial assessment. The ESL teacher administers NYSITELL to the student. If the student scores commanding/proficient he/she receives a general education program. If the student scores at Beginning/Entering, Emerging or Transitioning, or Advanced/Expanding Level the student is considered an ELL and receives an appropriate program that includes their mandates. Students will continue to receive their mandates dictated by the NYSITELL until they are reassessed in the spring via the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores Commanding he/she will receive a general education program in the fall but will continue to receive their services and accommodations for two years. If the student scores at Entering, Emerging, Transitioning, or Expanding level the student will continue to receive their mandated service as per their proficiency level.
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).
We use the RSFE report from ATS as well as student work, and teacher reports to determine which students may be SIFEs. These reports and artifacts are then analyzed to determine if additional interventions are needed.
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).

The identification of newly enrolled students with IEPs begins at the enrollment center, however, the parent is interviewed and asked if their child has ever received Special Education services. SESIS is checked to determine if the student previously had an IEP in New York City.

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.

After the NYSITELL is scanned and the score is determined, we send a letter via mail, we give a copy to the student, and we follow with a phone call home from the parent coordinator.

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).

We mail letters home, give a copy to the student, and follow up with a phone call to the parent.

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.

Within ten days after it is determined that a student has limited English proficiency The ESL administrator or the ESL teacher together with the parent coordinator and a translator, if needed, meet with the parent to explain the three program choices:

a. English as a Second Language (ESL) Programs

i. Free-standing English as a Second Language Program (English only)

1. Pull-out: ELL students spend most of their day in a mainstream English classroom and an ESL teacher removes the ELL students from their regular classroom to ESL instruction

2. Push-in: ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning"

ii. Self-Contained ESL classes: ELL students receive all academic instruction during the school day in English as well as receive ESL two units of instruction for Entering, one unit for Emerging, and one unit for Transitioning.

b. Transitional Bilingual Education (TBE) Programs: Academic instruction is in both English and the native language.

c. Dual Language (DL)/Two Way Programs: Academic instruction during the school day is 50 percent in English and 50 percent in another language.

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

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that that our school receives the parent survey and program selection form are returned, arrangements are made on the day when the program choices are explained. After all the programs have been explained, the parents fill out the necessary paper work in the parent coordinator's office (with translation assistance, if needed) where it is collected.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If Parent surveys are not completed and returned, the parent coordinator calls home and asks the parents to return to school to complete it. If the parent does not, then the attendance teacher does a home visit.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parental notification letters are mailed home and given to the students. A follow up phone call is made by the parent coordinator.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL data related to a student (grades, credits, Regents scores, etc) is kept in a secure location at school.

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support parent notification letters are mailed home and given to the students.

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).

As a trend, the majority of parents have chosen an ESL program rather than a dual-language program. For 2015-2016 academic year, 0 students wanted a bilingual Spanish program out of 53 ELLs. Yes, the majority choose an ESL program over bilingual or dual-language programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Instruction is delivered via an ESL self-contained organizational program model. The program models for Entering and Emerging students are heterogeneous in both grade as well as proficiency level whereas the transitional and expanding students follow homogeneous proficiency level models by grade.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
ELLs are programed according to their proficiency level and mandated sevice requirement. A student has approximately eight periods a day on their schedule, each period is approximately 45 minutes. Our school uses an ESL self-contained model and ELL students' programs reflect their mandates in the form of periods in which they receive ESL services. An entering ELL has two periods (out of eight) of self-contained ESL classes plus a push-in included in their program aside from their other content area classes, an emgerging ELL has one period of self-contained ESL as well as a push-in reflected on their schedule, ang transitioning, expanding, and commanding/proficient ELL receives one period of push-in ESL instruction along with ELA.
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.
Due to the nature of our program model (self contained ESL) content area instruction a delivered in English with an emphasis on front loading vocabulary and using visuals to support the language learning process.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the NYSITELL must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formative and summative assessments are given throughout the year to assess all four modalities of English acquisition. These assessments include but are not limited to: Periodic assessments, baseline, interim, midterms, and final exams.
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

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

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

To curtail the percentage of LTE students and assist in the instruction of SIFES, all of our targeted students will participate in an expanded learning day, giving them an additional one and a half hours of academic enrichment after school per week. Coupled with our Saturday Academy, which gives students an additional three hours of ESL instruction with a certified ESL teacher on Saturday mornings, our LTE students and SIFES receive a total of an additional four and a half hours of academic enrichment and instruction per week to help improve their English fluency levels. We are confident that these additional support services will help to ameliorate our students' English levels.

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 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
Students who have been re-identified as ELLs will receive testing accommodations as well as push-in ESL services so as not to adversely affect their progress.
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?
Teachers of ELL-SWDs use many strategies and data from the performance series, NYSESLAT, and the ELL periodic assessment to accelerate English language development and provide access to academic content areas. ESL teachers continuously communicate with common area and special education teachers to support the students' academic progress outside the ESL classroom. ESL teachers also reinforce grade-level material taught by special education and common core teachers with the use of targeted intervention and additional instruction
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?
In order to accommodate the diverse necessities of ELL-SWDs, teachers differentiate instruction, create multiple entry points, and meet with other teachers to discuss the needs and progress of the ELL population. These differentiations are based on collaborations between the administration, ESL and special education teachers, and common core teachers. In addition to differentiation, our school assists our ELL-SWD students by compiling students' schedules in a manner that best fits their academic needs. Extra support, targeted intervention, and after school programs offer additional opportunities for added academic assistance.

Chart

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)
ENL 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 Dually 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.

Chart

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 Dually 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.

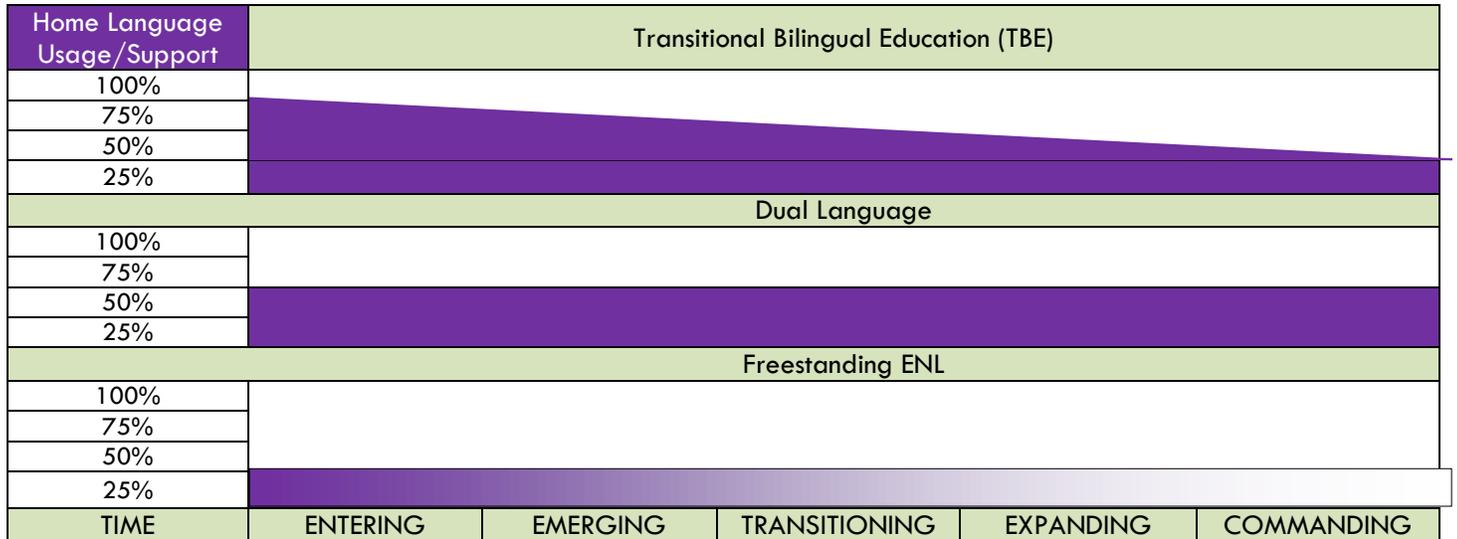


*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention programs include but are not limited to:, the expanded learning day, giving them an additional one and a half hours of academic enrichment after school per week. Coupled with our Saturday Academy, which gives students an additional three hours of ESL instruction with a certified ESL teacher on Saturday mornings, our ESL students receive a total of an additional four and a half hours of academic enrichment and instruction per week to help improve their English fluency levels, math, and other core content areas. We are confident that these additional support services will help to ameliorate our students' English levels.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of the ESL program is evident based on the passing rates and growth on the NYSESLAT exam.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we will continue to grow our Saturday academy, peer tutoring, and continuing the extended instructional day.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, without exclusion, are afforded equal access to all school programs. All of our students, including Special Education and ELL students are required to perform volunteer work in the community through our health internship programs. We currently have over twenty partnerships with community organizations and health care facilities. We also encourage our students to take advantage of extra-curricular activities, many of which are sponsored by our community-based organizations (such as PSAL, Liberty Partnership and East Side House).
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 ESL teacher models what is to be taught and encourages participation from all the students through hand-on activities as well as other tools that ensure positive interactions. The class is equipped with a laptop cart, video camera, audio books, a smart board, projector, leveled library, charts, and maps that support the students with disabilities.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
As per data, the most common language other than English in our school is Spanish. Therefore, students receive Free -standing ESL and native language support is offered ranging from level one to AP Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students receive academic materials that are rigorous as well as age and grade level appropriate. scaffolding is used to build the students' academic abilities.
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).
Students who enroll during the school year are partnered with a student who shares their native language that encourages socialization and community support.
19. What language electives are offered to ELLs?
Spanish 1 through AP Spanish; as well as Japanese 1
20. For schools with dual language programs:
 - a. 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.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. 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

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
During our Professional Development days, school personnel will work together to identify vocabulary and develop instructional strategies geared towards ELL students. One of our focus groups for this year's Inquiry Team is entering and emerging ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier two and three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students.
2. 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?
ELL personnel participate in workshops and presentations (facilitated by the Borough Instructional Lead and the Bronx Borough Field Support Center) which include working on building academic language in the content classrooms using strategies by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance. These workshops offer many practical activities and classroom examples as well as a wide range of tips to help teachers integrate language development into content area instruction and assessments.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Students who enroll during the school year are partnered with a student who shares their native language that encourages socialization and community support. Freshman receive a freshman advisory/college prep and success mentors.
4. 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.
All personnel participate in PD as per Jose P which include working on building academic language in the content classrooms using strategies by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance in the following areas:
 - a. Developing an additive approach that builds on students' existing ways of learning and communicating
 - b. Modeling and scaffolding language used by content area materials in language arts, history, science and math
 - c. Designing effective assessments and lessons with language in mind
 - d. Strengthening the intertwining strands of language, literacy, and content learning
 - e. Deconstructing "juicy" paragraphs and sentences using Tier II words to learn Tier III vocabularyIn addition, ESL teachers also attend PD by the Bronx Borough Field Support Center to meet the required total number of ELL-specific PD.

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?

Parents are invited to parent breakfasts, one on one parent/teacher conferences, family summets, and mandated parent outreach. Parents are also encouraged to call the school and talk to a teacher at any time.

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. ELL parents are highly involved in their children's education at Health Opportunities High School. They participate in school activities, parents' association meetings, School Leadership Team Meeting, various workshops, volunteering, attending school conferences as well as supporting events to enrich their children's learning achievement. The school encourages parents to share their time, skills and talents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school provides parents with translation services as well as educational opportunities such GED and ESL classes.

5. How do you evaluate the needs of the parents?

Both quantitative and qualitative approaches are implemented in order to assess parents' needs. These approaches consist of distribution of surveys, meetings held with the administration and LAP team. The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community.

6. How do your parental involvement activities address the needs of the parents?

The needs of the parents are addressed by creating professional developments, forums, events, cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. We have determined through our survey that the majority of our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages.

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.

N/A

School Name: <u>Health Opportunities</u>		School DBN: <u>670</u>	
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)
Julie Mchedlishvili	Principal		10/28/15
Linda O'Connor	Assistant Principal		10/28/15
Keyla Familia	Parent Coordinator		10/28/15
Adrian Vazquez	ENL/Bilingual Teacher		10/28/15
	Parent		1/1/01
Alexandra Balant/ELA	Teacher/Subject Area		10/28/15
Sarah Knotts/ Sp. Ed	Teacher/Subject Area		10/28/15
	Coach		1/1/01
	Coach		1/1/01
Sandra Haydak	School Counselor		10/28/15
Elaine Lindsey	Superintendent		10/28/15
Holly Reichert	Borough Field Support Center Staff Member <u> </u> Borough <u>Instructiona</u>		10/28/15
Dorline Jean	Other <u>Related Services</u>		10/28/15
	Other <u> </u>		1/1/01
	Other <u> </u>		1/1/01

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

C. School Information

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

D. 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 Julie Mchedlishvili	Assistant Principal Linda O'Connor
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Adrian Vazquez	School Counselor Sandra Haydak
Teacher/Subject Area Alexandra Balant/ELA	Parent type here
Teacher/Subject Area Sarah Knotts/Special Ed	Parent Coordinator Keyla Familia
Related-Service Provider Dorline Jean	Borough Field Support Center Staff Member Holly Reichert
Superintendent Elaine Lindsey	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	1	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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	560	Total number of ELLs	53	ELLs as share of total student population (%)	9.46%
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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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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	53	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	10
SIFE	14	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	11

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	28	9	1	14	5	2	11	0	7	53
Total	28	9	1	14	5	2	11	0	7	53

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										24	15	9	2	50
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	25	16	9	3	53								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										7	4	4	0	15
Emerging (Low Intermediate)										4	2	1	2	9
Transitioning (High Intermediate)										4	0	1	0	5
Expanding (Advanced)										13	9	1	1	24
Commanding (Proficient)										10	12	6	7	35
Total	0	0	0	0	0	0	0	0	0	38	27	13	10	88

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	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										10	12	6	7	35

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	9	0	2	0
Integrated Algebra	25	0	6	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Biology				
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	25	0	5	0
Physics	0	0	0	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	16	0	1	0
US History and Foreign Language	9	0	0	0
Government	0	0	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.
 Health Opportunities High School uses the data from the NYSESLAT, Scantron, NYS ELL Periodic Assessment, and teacher-made assessments to assess the literacy skills of our ELLs. This data informs us that students struggle with comprehending tier two and three vocabulary. In addition, they struggle with inferencing and drawing conclusions. In their writing, they have difficulty supporting claims with sufficient evidence. This tells us that we need to a) intensify vocabulary instruction across the curriculum and require students to use the vocabulary in their writing and speaking, b) do more frequent modeling of and practice with inferencing, and c) model strong writing and require more writing from students across the curriculum
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade, many have become transitioning in those modalities. However, they are slower to gain proficiency in reading and writing. In the 9th grade they range from entering to expanding, while in the 10th and 11th grades they plateau at the expanding level. The majority of students tested at expanding and commanding, thus continue to receive services for two years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO is used to determine which ELLs are at risk and which targeted interventions could be put in place such as after school tutoring, Saturday academy, teacher/student conferences, and student work discussions. The data on the AMAO reveals credits earned, Regents scores and other graduation requirements.
- 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?
 For the free-standing model: ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade, many have become transitioning in those modalities. However, they are slower to gain proficiency in reading and writing. In the 9th grade they range from entering to expanding, while in the 10th and 11th grades they plateau at the expanding level. The majority of

students tested at expanding and commanding, thus continue to receive services for two years. Students take all content area exams (with accommodations) in English, and although regents exams are available in most of our students' native languages, 99% choose to take the exams in English and have a copy in their native language for reference.

13. 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*.]

N/A

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

Scaffolding, front-loading of vocabulary, shades of meaning, DOK, question-answer relationship (QAR), graphic organizers, leveled questions, and other strategies are used in instructional decisions in regards to ELLs.

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?
- f. How are EPs performing on State and other assessments?

We ensure that ELLs are programed in classes in which they are to receive push in services from the ESL teacher where the teacher uses scaffolding, front-loading of vocabulary, shades of meaning, DOK, question-answer relationship (QAR), graphic organizers, leveled questions, and other strategies are used in instructional decisions in regards to ELLs.

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

We evaluate the success of our ELLs by whether they make adequate yearly progress on the NYSESLAT, by their regents passing rates and by graduation rates. In addition, we consider whether they are becoming acclimated to school culture and growing socially and emotionally. All the while ensuring that they make connections with varying school community populations.

Part IV: ELL Identification Process

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

14. 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.

The initial identification of a student, on the high school level, who may be an ELL begins when they arrive at the enrollment center. However, when there is a possibility that a student may be an ELL they are taken to the parent coordinator's office and the ESL certified administrator or coordinator is called immediately who then meets with the pupil personnel secretary to check on ATS and see if the student was previously administered the HLIS, NYSITELL or the NYSESLAT. Within 10 school days, the parent and the student are given an informal interview by the ESL administrator or the ESL coordinator in English and in their Native Language (if assistance is needed to complete interview in Native Language the Translation department is contacted for assistance). During the interview the Home Language Identification Survey (HLIS) is explained. After they have completed the Home Language Identification Survey has been completed it is reviewed and if the home language is English, the student receives a general education program. If the home language is a language other than English but the student's primary language is English the student receives a general education program. If the student speaks a language other than English and speaks little or no English they require an initial assessment. The ESL teacher administers NYSITELL to the student. If the student scores commanding/proficient he/she receives a general education program. If the student scores at Beginning/Entering, Emerging or Transitioning, or Advanced/Expanding Level the student is considered an ELL and receives an appropriate program that includes their mandates. Students will continue to receive their mandates dictated by the NYSITELL until they are reassessed in the spring via the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores Commanding he/she will receive a general education program in the fall but will continue to receive their services and accommodations for two years. If the student scores at Entering, Emerging, Transitioning, or Expanding level the student will continue to receive their mandated service as per their proficiency level.

15. 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).

We use the RSFE report from ATS as well as student work, and teacher reports to determine which students may be SIFEs. These reports and artifacts are then analyzed to determine if additional interventions are needed.

16. 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).

The identification of newly enrolled students with IEPs begins at the enrollment center, however, the parent is interviewed and asked if their child has ever received Special Education services. SESIS is checked to determine if the student previously had an IEP in New York City.

17. 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.
After the NYSITELL is scanned and the score is determined, we send a letter via mail, we give a copy to the student, and we follow with a phone call home from the parent coordinator.
18. 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).
We mail letters home, give a copy to the student, and follow up with a phone call to the parent.
19. 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.
Within ten days after it is determined that a student has limited English proficiency The ESL administrator or the ESL teacher together with the parent coordinator and a translator, if needed, meet with the parent to explain the three program choices:
- a. English as a Second Language (ESL) Programs
 - i. Free-standing English as a Second Language Program (English only)
 1. Pull-out: ELL students spend most of their day in a mainstream English classroom and an ESL teacher removes the ELL students from their regular classroom to ESL instruction
 2. Push-in: ELL students spend most of their day in a mainstream English classroom. The "Push-in" program is implemented through "team-teaching" and "team-planning"
 - ii. Self-Contained ESL classes: ELL students receive all academic instruction during the school day in English as well as receive ESL two units of instruction for Entering, one unit for Emerging, and one unit for Transitioning.
 - b. Transitional Bilingual Education (TBE) Programs: Academic instruction is in both English and the native language.
 - c. Dual Language (DL)/Two Way Programs: Academic instruction during the school day is 50 percent in English and 50 percent in another language.
- The legal responsibilities of schools to educate English Language Learner (ELL) students is also explained to the parents and they are made aware of the ASPIRA Consent Decree which mandates that all Spanish-dominant ELLs are entitled to a transitional bilingual education or ESL services and that the Lau Compliance Plan entitles students to bilingual and ESL services if they speak languages other than English and Spanish, and are not proficient in English. They are also made aware that in New York City, on the high school level when there are 20 students in the same grade who speak the same language a bilingual class must be established but if there is an insufficient number of students to form a bilingual class, the school must provide a transfer option to another school that has a bilingual program. If parents decide against enrolling their children in the bilingual program, in other words, "opt out" of the program, their children are placed in a Free-standing ESL (English only) program.
20. 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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
To ensure that that our school receives the parent survey and program selection form are returned, arrangements are made on the day when the program choices are explained. After all the programs have been explained, the parents fill out the necessary paper work in the parent coordinator's office (with translation assistance, if needed) where it is collected.
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If Parent surveys are not completed and returned, the parent coordinator calls home and asks the parents to return to school to complete it. If the parent does not, then the attendance teacher does a home visit.
22. Describe how your school ensures that placement parent notification letters are distributed.
Parental notification letters are mailed home and given to the students. A follow up phone call is made by the parent coordinator.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL data related to a student (grades, credits, Regents scores, etc) is kept in a secure location at school.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher administers the speaking section of the NYSESLAT individually to each student. The reading, writing, and listening sections are administered to the students in a group setting. The writing and speaking sections are scored by a team of teachers which does not include the ESL teacher or the students' ELA teacher. Administration of the NYSESLAT takes about four to five weeks to complete.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are mailed home and given to the students.
26. 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).

As a trend, the majority of parents have chosen an ESL program rather than a dual-language program. For 2015-2016 academic year, 0 students wanted a bilingual Spanish program out of 53 ELLs. Yes, the majority choose an ESL program over bilingual or dual-language programs.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.
Instruction is delivered via an ESL self-contained organizational program model. The program models for Entering and Emerging students are heterogeneous in both grade as well as proficiency level whereas the transitional and expanding students follow homogeneous proficiency level models by grade.
 - e. TBE program. *If applicable.*
N/A
 - f. DL program. *If applicable.*
N/A
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ELLs are programed according to their proficiency level and mandated sevice requirement. A student has approximately eight periods a day on their schedule, each period is approximately 45 minutes. Our school uses an ESL self-contained model and ELL students' programs reflect their mandates in the form of periods in which they receive ESL services. An entering ELL has two periods (out of eight) of self-contained ESL classes plus a push-in included in their program aside from their other content area classes, an emgerging ELL has one period of self-contained ESL as well as a push-in reflected on their schedule, ang transitioning, expanding, and commanding/proficient ELL receives one period of push-in ESL instruction along with ELA.
23. 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.
Due to the nature of our program model (self contained ESL) content area instruction a delivered in English with an emphasis on front loading vocabulary and using visuals to support the language learning process.
24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the NYSITELL must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services
25. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Formative and summative assessments are given throughout the year to assess all four modalities of English acquisition. These assessments include but are not limited to: Periodic assessments, baseline, interim, midterms, and final exams.
26. How do you differentiate instruction for each of the following ELL subgroups?
- f. SIFE
 - g. Newcomer
 - h. Developing
 - i. Long Term
 - j. Former ELLs up to two years after exiting ELL status
- Differentiating instructions to ELL subgroups is important in order to address the diverse academic needs of each individual student. Students in various ELL subgroups require differentiation in their instructional plans that accommodate their specific intellectual needs.
- a. SIFE students require a comprehensive approach that builds on the student's existing ways of learning and communicating.
Scaffolding strategies such as modeling language, bridging information and expanding prior knowledge, contextualizing new

concepts with a sensory environment, and increasing metacognitive development assist SIFEs during their transition into English Language instructions. These scaffolding strategies are temporary and should be dissociated at a time when they are no longer necessary. The use of cognates from a students' native language to English also helps increase vocabulary and language comprehension skills.

- b. ELL students with less than three years in US schools require instructional plans that focus on their limited or restrictive English Language skills. Strategies such as increasing vocabulary and identifying sight words, effectively reiterating grammatical rules and principles of the English Language, guided practice, expanding critical reading skills and providing native language support supplements ESL approaches to those students with limited English proficiency. Pairing newcomers amid students with higher English Language proficiency levels and students that share their native language helps students learn from one another. This strategy provides peer mentoring opportunities for both newcomers and higher language proficient students. Also, encouraging verbal communication in English, modeling the proper use of language and grammar, and strengthening reading fluency are also essential for newcomer ESL students.
- c. ELL students receiving service 4 to 6 years frequently require assistance concerning the improvement of their reading and writing skills. Although these students may encompass adequate basic interpersonal communication skills in English, these students lack cognitive academic language proficiency which is essential for the achievement of a higher education. Stressing language fluency, grammatical, and writing skills are central to the academic success of these students.
- d. Long-term ELLs, which have completed 6 years of ESL instruction, require instructional plans that focus on strengthening written communication. Reading comprehension and oral expression are stressed and thoroughly assessed and evaluated.
- e. Former ELLs will receive bilingual dictionaries and glossaries when taking Regents exams. These students will also receive time and a half when taking Regents.

To curtail the percentage of LTE students and assist in the instruction of SIFES, all of our targeted students will participate in an expanded learning day, giving them an additional one and a half hours of academic enrichment after school per week. Coupled with our Saturday Academy, which gives students an additional three hours of ESL instruction with a certified ESL teacher on Saturday mornings, our LTE students and SIFES receive a total of an additional four and a half hours of academic enrichment and instruction per week to help improve their English fluency levels. We are confident that these additional support services will help to ameliorate our students' English levels.

27. 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 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Students who have been re-identified as ELLs will receive testing accommodations as well as push-in ESL services so as not to adversely affect their progress.

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

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

29. 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?

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

Chart 5.1 **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)
ENL 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 Dually 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.

Chart 5.2 **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 Dually 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.

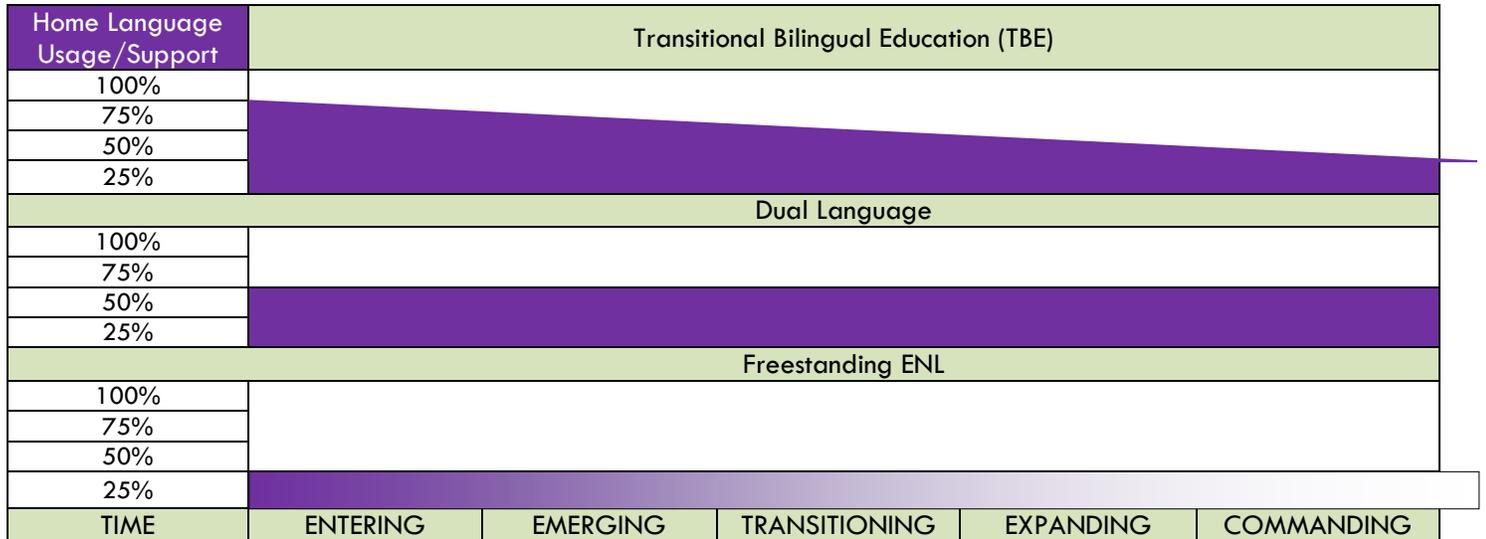


*Note “other approved services” does not apply to New York City at this time.

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.



E. Programming and Scheduling Information--Continued

30. 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. Targeted intervention programs include but are not limited to: the expanded learning day, giving them an additional one and a half hours of academic enrichment after school per week. Coupled with our Saturday Academy, which gives students an additional three hours of ESL instruction with a certified ESL teacher on Saturday mornings, our ESL students receive a total of an additional four and a half hours of academic enrichment and instruction per week to help improve their English fluency levels, math, and other core content areas. We are confident that these additional support services will help to ameliorate our students' English levels.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of the ESL program is evident based on the passing rates and growth on the NYSESLAT exam.
32. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, we will continue to grow our Saturday academy, peer tutoring, and continuing the extended instructional day.
33. What programs/services for ELLs will be discontinued and why?
N/A
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, without exclusion, are afforded equal access to all school programs. All of our students, including Special Education and ELL students are required to perform volunteer work in the community through our health internship programs. We currently have over twenty partnerships with community organizations and health care facilities. We also encourage our students to take advantage of extra-curricular activities, many of which are sponsored by our community-based organizations (such as PSAL, Liberty Partnership and East Side House).
35. 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 ESL teacher models what is to be taught and encourages participation from all the students through hand-on activities as well as other tools that ensure positive interactions. The class is equipped with a laptop cart, video camera, audio books, a smart board, projector, leveled library, charts, and maps that support the students with disabilities.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
As per data, the most common language other than English in our school is Spanish. Therefore, students receive Free -standing ESL and native language support is offered ranging from level one to AP Spanish.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Students receive academic materials that are rigorous as well as age and grade level appropriate. scaffolding is used to build the students' academic abilities.
38. 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).
Students who enroll during the school year are partnered with a student who shares their native language that encourages socialization and community support.
39. What language electives are offered to ELLs?
Spanish 1 through AP Spanish; as well as Japanese 1
40. 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

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
During our Professional Development days, school personnel will work together to identify vocabulary and develop instructional strategies geared towards ELL students. One of our focus groups for this year's Inquiry Team is entering and emerging ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier two and three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students.
6. 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?
ELL personnel participate in workshops and presentations (facilitated by the Borough Instructional Lead and the Bronx Borough Field Support Center) which include working on building academic language in the content classrooms using strategies by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance. These workshops offer many practical activities and classroom examples as well as a wide range of tips to help teachers integrate language development into content area instruction and assessments.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Students who enroll during the school year are partnered with a student who shares their native language that encourages socialization and community support. Freshman receive a freshman advisory/college prep and success mentors.
8. 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.
All personnel participate in PD as per Jose P which include working on building academic language in the content classrooms using strategies by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance in the following areas:
 - a. Developing an additive approach that builds on students' existing ways of learning and communicating
 - b. Modeling and scaffolding language used by content area materials in language arts, history, science and math
 - c. Designing effective assessments and lessons with language in mind
 - d. Strengthening the intertwining strands of language, literacy, and content learning
 - e. Deconstructing "juicy" paragraphs and sentences using Tier II words to learn Tier III vocabularyIn addition, ESL teachers also attend PD by the Bronx Borough Field Support Center to meet the required total number of ELL-specific PD.

G. Parental Involvement

7. 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?

Parents are invited to parent breakfasts, one on one parent/teacher conferences, family summets, and mandated parent outreach. Parents are also encouraged to call the school and talk to a teacher at any time.

8. 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.
9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are highly involved in their children's education at Health Opportunities High School. They participate in school activities, parents' association meetings, School Leadership Team Meeting, various workshops, volunteering, attending school conferences as well as supporting events to enrich their children's learning achievement. The school encourages parents to share their time, skills and talents.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school provides parents with translation services as well as educational opportunities such GED and ESL classes.
11. How do you evaluate the needs of the parents?
Both quantitative and qualitative approaches are implemented in order to assess parents' needs. These approaches consist of distribution of surveys, meetings held with the administration and LAP team. The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community.
12. How do your parental involvement activities address the needs of the parents?
The needs of the parents are addressed by creating professional developments, forums, events, cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. We have determined through our survey that the majority of our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages.

H. 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.

N/A

Part VI: LAP Assurances

School Name: <u>Health Opportunities</u>		School DBN: <u>670</u>	
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)
Julie Mchedlishvili	Principal		10/28/15
Linda O'Connor	Assistant Principal		10/28/15
Keyla Familia	Parent Coordinator		10/28/15
Adrian Vazquez	ENL/Bilingual Teacher		10/28/15
	Parent		1/1/01
Alexandra Balant/ELA	Teacher/Subject Area		10/28/15
Sarah Knotts/ Sp. Ed	Teacher/Subject Area		10/28/15
	Coach		1/1/01
	Coach		1/1/01
Sandra Haydak	School Counselor		10/28/15
Elaine Lindsey	Superintendent		10/28/15
Holly Reichert	Borough Field Support Center Staff Member <u>Borough Instructiona</u>		10/28/15
Dorline Jean	Other <u>Related Services</u>		10/28/15
	Other _____		1/1/01
	Other _____		1/1/01