



THE HIGH SCHOOL FOR HEALTH PROFESSIONS AND HUMAN SERVICES

2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 02M20
ADDRESS: 345 EAST 15 STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M420 SCHOOL NAME: HS For Health Professions

SCHOOL ADDRESS: 345 East 15 Street, New York, NY 10003

SCHOOL TELEPHONE: 212-780-9175 FAX: 212-979-7261

SCHOOL CONTACT PERSON: Robert Gentile EMAIL ADDRESS: rgentil@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristin Erickson

PRINCIPAL: Robert Gentile

UFT CHAPTER LEADER: Linda Silver

PARENTS' ASSOCIATION PRESIDENT: Louise Tarver

STUDENT REPRESENTATIVE:
(Required for high schools) Ana Rosado

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: Community LSO

SSO NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Robert Gentile	*Principal or Designee	
Linda Silver	*UFT Chapter Chairperson or Designee	
Louise Tarver	*PA/PTA President or Designated Co-President	
Elaine Lewis	DC 37 Representative, if applicable	
Ana Rosado Krisjan Polonia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kristin Erickson	Assistant Principal	
Deborah Faulmino	Teacher	
Sebastian Natera	Teacher	
Pamela Taitt	Parent	
Magda Young-Tirelus	Parent	
Judy Rotger	Parent	
Carletha Woodley	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The High School for Health Professions & Human Services (HPHS) serves approximately 1700 students in the Stuyvesant Town neighborhood of Manhattan. We are one of three schools housed in the old Stuyvesant High School building. Our school is ethnically diverse with students coming from over 20 countries speaking 15 different languages. 74% of our students are designated as Title I poverty level students. As such, our school will receive free universal meals for the next two years.

HPHS is committed to educating its students to their maximum potential. To reach this end, we offer a full academic program designed to meet and exceed state standards. The main goal of our staff is to support our students in mastering the challenging curriculum and preparing them for success. We offer an ever-expanding range of extra curricular activities and programs that enhance a student's high school experience. We are committed to creating a school community, where parents are welcomed and encouraged to be partners in their child's success.

Our school is proud of the fact that we have the Science Research Program at HPHS. This program helps us to offer seats to students from all over the city who have an inquisitive spirit and a love of the sciences. To this end, our Community Learning Service Organization provides our school with a monthly menu of professional development opportunities to strengthen our overall quality of instruction. The efforts of parents, teachers, students and our community at large will ultimately enhance our students' ability to learn. We want our students to become active learners, life-long learners. When a student leaves HPHS, he/she will be capable of dealing with knowledge as it emerges and encourages them to mature into active and engaged citizens and leaders who can respect and celebrate diversity and individuality in their communities. All members of HPHS are committed to preparing students in becoming global learners. In classrooms, teachers make connections through differentiation of instruction, accountable talk and academic rigor.

Our school maintains an active SLT and PTA. School administration is always present at these meetings and parental concerns and questions are addressed and discussed. Our school has an active student government. The administration meets monthly with the student consultative council to discuss any student concerns and upcoming events. We are affiliated with several community-based organizations such as PACE Liberty Partnership Program and Committee to Reduce Infection Deaths (RID). We have partnerships with New York University Medical School, Hunter College School of Nursing, Syracuse University, SUNY Albany & Queensborough Community College.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	High School for Health Professions and Human Servi						
District:	2	DBN:	02M420	School BEDS Code:	310200011420		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6		10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		88.4	90.3	90.7
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		97.7	98.1	97.9
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		66.2	57.1	65.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		4	8	18
Grade 9	528	526	547	Recent Immigrants - Total Number:			
Grade 10	468	467	445	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	316	318	353		11	13	5
Grade 12	162	210	275	Special Education Enrollment:			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	1474	1521	1620		11	13	5
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	1	0	0	Principal Suspensions	157	128	191
# in Collaborative Team Teaching (CTT) Classes	55	65	71	Superintendent Suspensions	19	24	10
Number all others	39	34	47	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	N/A	132
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0		77	85	84
# receiving ESL services only	71	58	49	Number of Teachers	77	85	84

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	0	7	Number of Administrators and Other Professionals	22	22	24
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	70	53	39	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.2	79.3	75.9
				% more than 5 years teaching anywhere	74.7	72.4	72.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	89.0	86.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	99.3	93.4
American Indian or Alaska Native	0.3	0.5	0.4				
Black or African American	25.0	24.8	24.3				
Hispanic or Latino	47.9	46.9	48.6				
Asian or Native Hawaiian/Other Pacific Isl.	22.6	21.9	20.7				
White	4.1	6.0	6.0				
Male	31.0	31.0	30.3				
Female	69.0	69.0	69.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			IGS
Math:				Math:			IGS
Science:				Graduation Rate:			IGS

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native					-	-	
Black or African American					√	√	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					√	√	
White					-	-	
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject		0	0	0	5	5	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C	Overall Evaluation:		NR			
Overall Score:	45.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.9						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	1						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◇ = Outstanding			
				NR = No Review Required			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Data is central in guiding decisions for student progress. We continue to revise and revisit our targets and goals for HPHS. We try to compare student progress on State exams, in cohorts and in subject areas. Goals have been set by focusing in on specific subgroups, grade levels, classes and subjects. Data was culled from formative and informative assessments, graduation rates, analysis of Regents exams and standardized department exams. Our analysis shows that students are making gains on State Regents exams as well as in their classes. There has been an improvement on State exams by our ELL students, as well as our students with IEP's. This achievement is reflected in students accumulating more credits per year and passing more State exams.

Our school has developed many special programs, including but not limited to the following:

- Differentiation of Instruction across the content areas
- Creation of "book clubs" in ELA classrooms
- The use of Acuity and data analysis in Math and ELA to drive instructional decisions
- The Carnegie Learning Cognitive Tutoring Program to help students with problem-solving skills
- The revision of all Chemistry and Living Environment labs
- Best Practices Professional Development groups organized by grade level meeting regularly in order to match NYS Learning Standards with the delivery of instruction and assessment
- The introduction of technological strategies such as internet lessons, the use of computers and LCD projectors to strengthen student skills for 21st century learning
- The bi-annual Ballroom Dancing Extravaganzas, as well as the bi-annual Festival of the Arts to celebrate and display student work
- The use of "smart carts" with a variety of software, smart boards, LCD projectors and digital cameras have been made available to teachers to improve instruction
- Implementation of Inquiry Teams to further inter-visitation and lesson study

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal #1: To address the needs of the top 1/3 of students in ELA and History in grades 9 & 10, through increased academic rigor and student centered learning.

This goal will be accomplished by doing the following:

- Identify the top 1/3 of students in English and History
- Workshops with AUSSIE Consultants to understand data
- Demonstration lessons to model routines and strategies that create student-centered classrooms
- Use of rubrics to empower students

Success will be evidenced through the following:

- Increased enrollment in honors/AP classes
- Data (ARIS, Acuity, etc) used to identify students and to monitor their progress
- Professional Development records, i.e., Innovative Teachers Companion, Aussie workshops, in-class support
- Workshop model, accountable talk
- Evidence of a rigorous curriculum that includes project-based learning
- Students maintaining or improving progress
- Anecdotal/attendance/student behavior
- Formative and summative assessments
- Curriculum documents/pacing calendars

Goal #2: Increase Professional Development collaboration among teachers to increase student outcomes.

This goal will be accomplished by doing the following:

- Faculty/Grade Level/Subject meetings
- Mentoring teachers
- Grade related Learning Walks/Inter-visitations (classrooms and schools)/Peer Observations
- Study groups, i.e., Ramp-up; ESL
- Inquiry Team along with subgroups
- Peer Review
- Japanese Lesson Study

Success will be evidenced through the following:

- Student outcomes identified
- Collaborative partnerships identified and work collaboratively on “Best Practices”
- Schedule teacher meetings, walk-throughs, inter-visitations, etc.
- Collaboratively planned lessons and curriculum maps
- Goal focused on specific group of students as identified by the Progress Report or Regents results or Credit Accumulation
- Targeted teacher professional development plan
- Collaboration Plans – activities created by teachers collaborating with each other
- Evidence of meetings
- Improved student outcomes

Goal #3: Increase credit accumulation for grade 10.

This goal will be accomplished by doing the following:

- Use data to identify and target our “At Risk” students
- Create statement of what is required to pass a class; what does it mean to pass a class?
- Monitor student performance using indicators
- Credit recovery safety net
- Counseling/goal setting with students using the inquiry model
- Aussie consultants to provide workshops and in-class support

Success will be evidenced through the following:

- Inquiry Team identifies and targets students
- Assessments used to monitor student progress, i.e., Acuity, class results, attendance
- Attendance records through credit recovery
- In the 10th grade, mirror the credit recovery program from the 9th grade
- Introduce the grade of 56 in the 10th grade

Goal #4: Increase parent participation at HS for Health Professions as identified in the Progress Report and School’s Quality Review.

This goal will be accomplished by doing the following:

- Establish email distribution list of parents and communicate regularly, i.e., parent newsletter
- Routine phone calls between teachers and parents
- Create a quarterly newsletter
- PTA meetings “bring a friend”. “Each one, bring one”.
- School street fair
- PTA bulletin board

Success will be evidenced through the following:

- Increase % of parents completing surveys
- Increase the number of parents participating in PTA meetings compared to the previous year
- Increase email and telephone conversations with parents
- Increase the number of parents attending open school evening and afternoon

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

ELA/History - Grades 9 & 10

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To address the needs of the top 1/3 students in ELA and History in grades 9 and 10 through increased academic rigor and student centered learning</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Identify the top 1/3 of students in ELA and Global History ○ Design workshops to help increase academic rigor for ELA and Global History classes ○ Aussie consultant will work with AP English and AP Social Studies ○ September 2009 – June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Use of Aussie Consultant to provide PD and demonstration lessons to ELA and Social Studies teachers ○ Title I ○ Tax Levy ○ Principal and Assistant Principal
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Use of Acuity in the Fall 2009 and Spring 2010 Use of Line Item Analysis on midterm and final exams in ELA and Global History Performance on the Predictive Assessments - Acuity</p>

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Subject/Area (where relevant): All Content Areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase credit accumulation for grade 10 students</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Use Data, Progress Report and ARIS to identify our “at risk” students ○ Create Credit Recovery Program as a safety net for students ○ Assistant Principals, Guidance Counselors, Teachers ○ January 2010 – June 2010
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Title I ○ Tax levy ○ Principal and Assistant Principals
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The number of 10th grade students earning 10+ credits will increase by 5% and it will be indicated on the Progress Report. January 2010 – June 2010</p>

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): School-wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase parent participation at The High School for Health Professions and Human Services</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ○ Create parent email distribution list to communicate regularly with parents ○ Create parent newsletter to be distributed every other month ○ Ask parents at PTA meeting to “bring a friend” to the next meeting ○ Conduct a parent retreat in November 2009 to plan for Spring Fair and plan to increase parent participation ○ PTA bulletin board to be created to celebrate parent activities
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Tax Levy Parent Coordinator PTA Executive Board Principals and Assistant Principals</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>On-going September 2009-June 2010 Increased parent participation at PTA meetings as indicated by sign-in sheets Increase number of parents completing parent surveys by 5% as indicated in the 2009-2010 Progress Report</p>

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Subject/Area (where relevant): All Content Areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase Professional Development collaboration among teachers to increase student outcomes</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ Create and implement grade level and subject level teams ○ Some teams will be homogeneous (all ELA teachers); others will be heterogeneous ○ All Assistant Principals and Principal with Aussie Consultant will guide teachers while implementing lesson study as the vehicle for collaboration ○ Introduce lesson study at November 2009 school-wide PD ○ Observe lesson study process throughout the school year ○ Walk-throughs ○ Inter-visitations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ Title I ○ Tax Levy ○ Aussie Consultant ○ Assistant Principals and Principal
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ Use observation process to measure the level of collaboration ○ Teacher meetings ○ Department conferences ○ 90% of staff will be engaged in collaboration by June 2010

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	
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REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	122	122	122	122	122	2	20	3
10	220	220	220	220	220	5	36	7
11	96	96	96	96	96	1	16	3
12	147	147	147	147	147	0	24	5

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Ramp-up – which has a small group component. Saturday Regents Prep classes, Academic Intervention, Wilson, one-to-one tutoring, Writers Workshop in 11th grade for Regents preparation
Mathematics:	After school Academic Intervention tutoring. Saturday Regents Prep classes. Double period Math for levels 1 & 2 students
Science:	After school tutoring, Saturday Regents Prep classes, Academic Intervention
Social Studies:	One-on-one tutoring, after school tutoring, Wilson, Saturday Regents Prep, Academic Intervention
At-risk Services Provided by the Guidance Counselor:	Individual counseling, referrals to outside agencies, parent conferences, referral to alternative programs. Additional referrals made by guidance counselors to school social worker
At-risk Services Provided by the School Psychologist:	Counseling may be provided as needed
At-risk Services Provided by the Social Worker:	During school day – one-to-one counseling, outside referrals for individual and family counseling
At-risk Health-related Services:	During school day in health office as needed. Health Resource Center available during the day

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

LAP NARRATIVE 2009-2010 (Rev. 1/2010)

At the High School for Health Professions and Human Services (HPS), our LAP Team consists of the following members: Robert Gentile - Principal, Kris Erickson – Assistant Principal Supervision, Mary Jo Stenson – Assistant Principal, Supervision, Rose Guerrieri – Parent Coordinator, Barbara Brasel – ESL Teacher, Elaine Consalvo – English Teacher and Christine Pasquale-- Guidance Counselor. Ms. Brasel is a fully certified ESL teacher. She has training in QTEL as well as Ramp Up to Advanced Literacy. All ESL classes are taught by Ms. Brasel.

The student population is 1701. Of these, 53 students (3.12%) are ELLS. Twenty three ELLS are advanced. Twenty eight are intermediate and two are beginners. Four ELLs have IEPs. Ten of our ELLs are newcomers. Sixteen have been receiving services for from four to six years. Twenty-seven are long-term ELLs. Three long-term ELLs are special education students. One ELL receiving services from four to six years also receives special education services. According to ARIS, no ELLS are SIFE. Thirty nine ELLs report Spanish as their home language. Five speak Bengali at home. Four speak a dialect of Chinese. We have one speaker of Arabic, one of Albanian and one of Haitian Creole. Fulani and Italian are spoken by one student each.

The parents are informed in a variety of ways about the ESL program at HPS. When parents are making a choice for high school, we notify them in all our literature about the ESL program offered. Students new to our school and NYCDOE are screened within the first ten days of their admittance to determine ELL status. A licensed pedagogue conducts a formal and informal screening and administers the HLS. If warranted the AP English or Testing Coordinator administers the LABR. Results of the LABR determine placement for new students. Once the LAB-R test is administered, letters are sent home to inform the parents of the results. The students meet with an administrator and a guidance counselor to discuss the program, the test results, and any schedule change that might occur due to the test results. All material is available in the native language of the parents. ELL parents are welcomed at PTA and other events. Title III funds support special evening programs for ELL parents. Translation services are available. All continuing students are programmed based on NYSESLAT scores. All entitled students receive entitlement letters. All students who test out of the program receive written notification.

We have a freestanding ESL program, offering three class levels: beginner, intermediate, and advanced. At the beginner level, students receive three 50 minute periods of ESL for four days a week. (Currently we have two students at the beginner level, so we were unable to run this program; we placed these students in intermediate classes, AIS and tutoring.) At the intermediate level, students receive two 50 minute periods four times a week or two 40 minute periods five times a week. At the advanced level, students receive ESL for one 50 minute period four times a week or one 40 minute period five times a week. The advanced students also take a mainstream English class for 200 minutes per week. Students may also receive academic intervention services and counseling on an as needed basis. Extra tutoring for Regents Examinations and the NYSESLAT is scheduled after school and during mandated AIS.

All ESL classes are conducted in a dedicated ESL classroom. Students have access to large classroom libraries that feature an abundance of leveled fiction and non-fiction. Students use the libraries for independent reading and for literature circles. ESL students enjoy access to all literature read by mainstream students as well as adapted and abridged texts. Classes have access to TV/DVD players, CD players, overhead projectors, and the school library. There are four dedicated desktop computers in the ESL classroom.

ELLS take all classes other than ESL with mainstream students. All teachers receive more than the minimum required hours of professional development in meeting the needs of ELLS. These sessions include all day professional development days, weekend staff development retreats, and ELL study groups lead by AUSSIE consultants. Training in the best approaches for working with ELLS in the classroom and diversifying approaches to delivering instruction is given at both monthly faculty and department conferences.

An analysis of NYSESLAT scores for the last three years reveals that a significant number of students achieved proficiency on the listening and speaking portions of the test, but not on the reading and writing portions. On the listening and speaking portions of the test, twelve ninth graders are already proficient, fourteen are advanced and one is intermediate. None are beginners. Six grade ten students are proficient and five are advanced. Three are intermediate. None are beginners. Six eleventh grade students are proficient and four are advanced. One is intermediate and none are beginners. Our one twelfth grader is advanced. On the Reading and Writing portions of the test, only two grade nine students are proficient, ten are advanced, thirteen are intermediate and two are beginners. One tenth grader is proficient, six are advanced and seven are intermediate. None are beginners. Five eleventh graders are advanced and six are intermediate. Our twelfth grader is intermediate. Clearly more resources and classroom instructional time in ESL as well as in content areas must be devoted to the development of reading and writing skills. Professional development resources and Title III resources will be aligned with this.

An analysis of Regents performance by current ELLs reveals that of six who sat for the ELA Regents Exam, only one passed. Of fourteen who took Living Environment, five passed. Of fourteen who took Global History, two passed. Of five who took US History and Government, two passed. On the Math A Regents, twelve of twenty students passed. Clearly the students are scoring best in math. Students perform far less well on tests that feature more reading and writing tasks. Resources must be directed towards developing students reading and writing competencies.

Our instructional program for SIFEs and LTEs is the same as for all ELLs, as described above. ELLs with special needs have access to SETSS, CTT and all other mandated services, including counseling. The ESL teacher and the content area teachers differentiate instruction based on individual needs as well as the needs of identified sub groups. Tutoring and AIS is offered in all areas.

ELLs can take additional English classes if their schedules permit. ELLS take Spanish or French. AP Spanish is offered.

Transitional support is offered to ELLs who tested out in 2008 and 2009. All teachers receive professional development on effective strategies for teaching transitionals. All transitional students are identified to the faculty. In-class staff development aimed at servicing this population is provided by AUSSIE consultants. This year, transitionals will be permitted all Regents modifications as mandated by NYSED, including dictionaries and glossaries.

Native language support is given via the use of content area glossaries, dictionaries, and translated materials. Teachers use the “buddy system” when doing pair work, pairing students who speak the same native language.

School Year 2009-2010
Grades 9-12 Language Allocation Policy
Addendum to Worksheet

Part II: ELL Identification Process

1. The initial identification of possible ELLs is done by a pedagogue. There is a procedure in place by which the AP Guidance Philip Liebovitz and/or the AP English Mary Jo Stenson conduct the initial screening including the informal interview, HLS and formal initial assessment. Pedagogue and testing coordinator Loui Karaiskos and/or Mary Jo Stenson administer the LABR when needed. A procedure is in place to administer the NYSESLAT to all eligible students every spring. Ms Stenson and Mr. Karaiskos work with the LAP team and other relevant personnel to identify students, schedule them for testing and carry out all other testing functions.
2. Upon enrollment, all parents are apprised of their choices by an administrator and/or pedagogue. Written materials are provided. Translation services are provided as needed.
3. The Guidance, programming and English/ESL departments work together to insure that all entitlement letters and all parent survey and Program selection forms are returned.
4. Students are programmed based on current NYSESLAT scores or LABR scores for newcomers. Guidance, administrative and Program personnel use all current information from HSST and ARIS to make the determination. AP English/ESL Mary Jo Stenson reviews all ESL programming regularly to insure compliance. Ms. Stenson also prepares and disseminates program letters to parents.
5. 100% request ESL only.
6. The program model offered is aligned with parent requests.

Part III: ELL Demographics

1.
 - a. Our stand-alone ESL program offers self-contained ESL classes. Students are mainstreamed for all other subjects.
 - b. In our ESL program ESL classes are ungraded. Students are grouped by proficiency level.
2. We have one dedicated ESL teacher for our 53 ELLs. Our Intermediate class meets four days per week for 100 minutes each day for a total of 400 minutes. Our advanced class meets five days a week for 40 minutes for a total of 200 minutes. Advanced students are programmed for an additional mainstream English class for an additional 200 minutes per week of study. Our two beginners are taught with the intermediates and receive the additional minutes in the form of AIS and tutoring. If we had more than two beginners, we would offer a formal beginner class. Native language supports such as dictionaries and glossaries are available in the ESL and content area classes.
3. All students are mainstreamed for all classes besides ESL. Instruction is in English. All teachers receive professional development for working with ELLS. Teachers use whole group, small group and individualized instruction with all students including ELLS. Strategies of balanced literacy are used as is differentiated instruction. The AP English/ESL identifies ELLS to all teachers. The ESL teacher is available to conference with mainstream teachers around strategies to use with particular students and subgroups. AUSSIE consultants also work with teachers around issues related to the improvement of instruction for ELLs.

4.
 - a. While we have no SIFE currently, our plan is to identify all SIFE to teachers who work with them, offer PD around their special needs and offer counseling, AIS and tutoring to SIFE students as needed.
 - b. Newcomers are programmed based on NYSESLAT or LABR scores. They receive counseling, AIS and tutoring on an as needed basis. They are tested yearly using the NYSESLAT. They are tested regularly using the ELL periodic assessment. Junior ELLS take the ELA Regents.
 - c. ELLs receiving service from 4-6 years are programmed based on their NYSESLAT scores. They receive AIS and tutoring on an as needed basis.
 - d. Long-term ELLS receive tutoring, AIS and counseling on an as needed basis. They may be assigned a separate guidance counselor working with students who are behind in making progress towards graduation.
 - e. Ells identified as having special needs take ESL classes as do all ELLS. They are also programmed for resource room or CTT classes as per their IEP. They receive tutoring, AIS and counseling as needed.
5. All interventions are offered in English. Students are programmed for academic intervention once per week. They are assigned to a group of no more than 10 students and meet for 50 minutes. All subgroups are included.
6. ELLs who have reached proficiency are offered all NYS Regents testing modifications they are entitled to. These students are identified to all faculty and staff, so extra help can be offered.
7. We will explore ways to expand tutoring and credit recovery options for ELLS.
8. None.
9. ELLs can and do participate in all school programs without exception.
10. ELLs have access to the same high quality instructional material as all other students in addition to texts and materials developed expressly for ELLS. The ESL classroom is equipped with four computers for exclusive use by ELLS. ELLS have full access to all technology that is available to mainstream students.
11. Dictionaries and glossaries in the native language are made available in ESL and content areas as needed.
12. Yes.
13. Due to budget constraints, we currently do not offer any programs before the start of the school year. We hope to have a bridge program next summer for incoming new ninth graders. ELLS will participate.
14. ELLs are offered Spanish or French, as are mainstream students.

Professional Development and Support for School Staff

1. Professional development for all personnel who work with ELLS is infused into our regular, on-going professional development program. It is delivered during department and faculty conferences as well as on conference days. Department APs work with particular teachers and groups around ELL PD issues. AUSSIE consultants offer PD geared towards those working with ELLS. Teachers are encouraged to attend ELL PD offered by our CLSO and the OELL.
2. Support is offered through regular PD and at department and faculty conferences.

3. The 7.5 hours is infused in to regular department and faculty meetings and offered on conference days.

Parental Involvement

1. We have an active PTA and SLT. ELL parents can and do participate. Our parent coordinator maintains contact with parents, including parents of ELLS. We offer special meetings and orientations for ELL parents on an ongoing basis throughout the year.
2. We promote all relevant DOE sponsored and community sponsored events to ELL parents.
3. We utilize school survey results, communication made to the parent coordinator and feedback provided by parents at PTA meetings and other events.
4. We target our events towards the specific needs of parents of high schoolers. We feature workshops on how to help youngsters transition to HS, understanding testing and college admissions, among other topics.

Page 7, Part B

1. The general trend that we have observed over a number of years is the tendency for a significant number of students to perform best on the listening/speaking portions of the test. Many students tend to attain proficiency in this area before reading and writing.
2. We use this data when planning instruction, allocating resources for tutoring and using Title III funds.
3.
 - a. In general students perform better on their math Regents than other Regents. They tend to perform less well on tests that require significant amounts of reading and writing. This makes sense, given the fact that all students, regardless of grade level, are not doing as well on the reading and writing portions of the NYSESLAT as they are on the listening and speaking.
 - b. We have just started administering the ELL Periodic Assessments this year. The LAP and the ELL Inquiry team will use the results to plan instructional strategies and make programming recommendations.
4. We evaluate the success of our ELL program based on how ELLs perform. We look at ELL graduation rates, credit accumulation, Regents performance and NYSESLAT performance among other measures.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District CLSO/02	School HS for Health Professions M420
Principal Robert Gentile	Assistant Principal Mary Jo Stenson
Coach type here	Coach type here
Teacher/Subject Area Barbara Brasel/ESL	Guidance Counselor Christine Pasquale
Teacher/Subject Area Elaine Consalvo/English	Parent type here
Teacher/Subject Area type here	Parent Coordinator Rose Guerrieri
Related Service Provider type here	SAF type here
Network Leader type here	Other Loui Karaiskos/Test Coord

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1701	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	3.12%
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Part II: ELL Identification Process

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish	22	11	6		39
Chinese	1	2		1	4
Russian					0
Bengali	2	1	2		5
Urdu					0
Arabic			1		1
Haitian Creole	1				1
French					0
Korean					0
Punjabi					0
Polish					0
Albanian	1				1
Other	1		1		2
TOTAL	28	14	10	1	53

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	2				2
Intermediate(I)	14	7	6	1	28
Advanced (A)	12	7	4		23
Total	28	14	10	1	53

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B				
	I	1	3	1	
	A	14	5	4	1
	P	12	6	6	
READING/WRITING	B	2			
	I	13	7	6	1
	A	10	6	5	
	P	2	1		

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		1	
Math A	20		12	
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				

Living Environment	14		5	
Physics				
Global History and Geography	14		2	
US History and Government	5		2	
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Jo Stenson	Assistant Principal		
	Parent Coordinator		
Barbara Brasel	ESL Teacher		
	Parent		
Elaine Consalvo	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Christine Pasquale	Guidance Counselor		
	School Achievement Facilitator		

	Network Leader		
Kristen Erickson	Other		
Loui Karaiskos	Other		

Signatures

School Principal _____ Date _____

Community Superintendent _____ Date _____

Reviewed by ELL Compliance and Performance Specialist _____ Date _____

Filename: 02M420 LAP Worksheet 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M420
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 1/6/2010 9:22:00 AM
Change Number: 2
Last Saved On: 1/6/2010 9:22:00 AM
Last Saved By: Carmen
Total Editing Time: 0 Minutes
Last Printed On: 3/9/2010 9:58:00 AM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 4,012 (approx.)
Number of Characters: 22,870 (approx.)

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 54 LEP 27 Non-LEP

Number of Teachers 5 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Core ESL Program

We offer an ESL stand alone program for 54 ELLs in grades 9-12. Students are programmed for ESL classes based on NYSESLAT scores. We serve 23 advanced students who are programmed for 200 minutes of weekly ESL instruction, divided into five forty minute periods per week, or four fifty minute periods per week. Advanced students also take a regular mainstream English class of 200 minutes per week. Our 29 intermediate students and 2 beginning students receive 400 minutes of weekly instruction conducted during two back to back periods per day. One period is ESL instruction, the other is English Language Prep. The beginners receive an additional 140 minutes of weekly tutoring and independent study with a fully licensed ESL teacher.

English Language learners are mainstreamed in all other content area courses.

Supplemental Program

A review of the performance of ELLs on Regents Examinations reveals that ELLs underperform their mainstream counterparts. Of our current ELLs, six took the ELA Regents exam last year; five failed. Of the fifteen current ELLS who took the Global History Regents, thirteen failed. Ten failed Living Environment and three failed US History and Government. This year these students will retake these exams. Many more ELLS will sit for these exams for the first time. To help students to pass these exams, we will offer supplemental after school and Saturday tutoring for the Regents exams. Tutoring will be offered by licensed subject area teachers in ELA, Global History, US History and Living Environment. There will be one two hour session offered

for 16 weeks for each subject area. Students will thus be able to take advantage of 32 hours of supplemental tutoring in these subjects to prepare for the Regents Exams.

A review of NYSESLAT performance for the last three years reveals that students achieve proficiency on the speaking and listening before they do so on the reading and writing portions of the assessment. To remedy this, we will offer 32 hours of supplemental tutoring (2 hours, once a week for 16 weeks) by our licensed ESL teacher. The teacher will offer additional preparation for the NYSESLAT using NYSESLAT preparation materials and the Plato program.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Supplemental Program

In addition to mandated professional development, which is provided during faculty and department conferences and during conference days, our ESL instructor will offer a 2 hour professional development workshop to the five subject area teachers who will be providing supplemental Regents tutoring for ELLs in the program described above. The ESL teacher will review with participants best practices for tutoring ELLs. Participants will receive an additional hour of per session to devise a written tutoring plan for these students.

Parental Involvement Supplemental Program

The need for parents of our English Language Learners to become familiar with the high school environment is evident. We will provide workshops for parents of ELLs to assist them in understanding the transition from middle to high school, and high school to college and/or the world of work. Workshops will be designed so that parents can effectively guide their students during their high school years. The workshops will also seek to create a closer bond between the school and ELL families, so that parents feel more confident monitoring the educational progress of their youngsters.

Anticipated workshop topics:

- Exploring available school services
- Graduation requirements
- Positive discipline strategies
- Understanding cultural differences
- Strategies for supporting students’ learning at home
- Getting involved in extra-curricular activities
- Technology at home and school
- Using the library

Workshops will be held once a month, for a one hour session, December through June. Providers will include school personnel most able to assist families to help their youngsters flourish in the high school environment and include: Internship Coordinator, Guidance Counselors, Social Workers, Parent Coordinator, Assistant Principals, COSA, Librarian, Technology Coordinator.

Form TIII – A (1)(b)

School: HS For Health Professions and Human Services

BEDS Code: 310200011420

**Title III LEP Program
School Building Budget Summary**

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) - Per session - Per diem	\$9,078.28	182 hours of per session for ESL and General Ed teachers and counselors for tutoring students and conducting parent meetings. 180 hours of teacher per session @ \$49.89 and 2 hours guidance counselor per session = \$9,087.27
Purchased services - High quality staff and curriculum development contracts.	\$2,256.00	\$2,256.00 to pay licensing fee for Plato program
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,656.72	Regents preparation texts for ELA, Global, US History and Living Environment \$2,500.00 NYSESLAT Kit \$ 549.95 Books & Pamphlets for parents \$400.65 Professional Development texts \$206.10
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on the home language indicated in the home language report from ATS, we have determined those languages which are most represented in our school. We have a very diverse student body, many of whom are from immigrant families. In many cases our students are the first generation to attend school in this country. This has been clearly demonstrated upon having conversations with parents during our orientation sessions, parent/teacher conferences and guidance conferences.

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

Based on our conversations and meetings with parents, we have determined that the greatest needs are in the following languages: Spanish, Cantonese and Bengali. We have communicated to the entire school community – faculty, parents, students – that translation and interpretation will be provided during PTA meetings in Spanish. Interpretation services will be provided in Spanish, Cantonese and Bengali for parent/teacher conferences and guidance conferences. We have also communicated that translation of major communications being sent home either via student delivery or mailings will be provided in all languages to the best of our ability.

Part B: Strategies and Activities

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

Translation of all PTA meeting flyers is provided in Spanish and, whenever possible, Cantonese and Bengali. Teachers are paid per session to translate these flyers for distribution to students to be brought home. In addition all major communications mailed home (promotional requirements, parent newsletters, letters informing parents of major changes in school policy, etc.) are translated in Spanish and, whenever possible, Cantonese and Bengali.

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

Currently, interpretation is provided in Spanish. This is provided on a per session basis by our teachers who have facility in Spanish. This service is provided at every PTA meeting. During parent/teacher conferences, student orientation sessions, open houses for articulation and guidance conferences, we use students to provide interpretation services. Telephone communication of major importance is done via our automated phone system and translated in all three languages when necessary.

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

Upon entrance to our school, parents of students whose home language indicated other than English shall receive notification of the language assistance services and their rights regarding translation and interpretation services in their respective home language. A notice, in the covered languages, will be posted in the main lobby directing parents to the parent coordinator's office where information regarding language assistance services will be available.

All DOE communications will be made available in the student's home language. Whenever possible, all PTA meeting notices, communications mailed home and sent home with students will be made available in the four languages most represented in our school – English, Spanish, Cantonese and Bengali.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$964,559	\$593,450	\$1,558,009
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 9,646		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 5,935	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 48,228		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 29,675	
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 96,456		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 59,345	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 93.40%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Three teachers were not highly qualified because their licenses had expired. In the meantime, the teachers have completed their State certification.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

I. General Expectations

The High School for Health Professions and Human Services agrees to implement the following statutory requirements:

- a. The school will put into operation program, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- c. The school will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- e. The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of title 1, Part A funds reserved for parental involvement is spent.
- f. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- g.
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents plan an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;
 - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA;
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- a) The High School for Health Professions and Human Services will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parents will participate as members of our School Leadership Team.

- b) The High School for Health Professions and Human Services will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- 1% of Title 1 funds will be used to plan for and present workshops on myriad topics: college application process, graduation requirements, the State and City Content and Performance Standards, gang awareness, SAT awareness, literacy training, CPR, computer technology, ARIS training
 - Conduct annual school-wide conference on Title 1
 - Host monthly PTA meetings
 - Parent year-end celebration
- c) The High School for Health Professions and Human Services will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via phone calls, emails, correspondence in a bi-lingual format, and Parents' Association newsletter.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses in parental involvement activities;
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PTA. This policy is under consideration for approval by parents of children participating in the Title I Part A program. As the new Principal of The High School for Health Professions and Human Services, Mr. Gentile would like to have the policy implemented before the start of the Spring 2010 semester.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

In order to improve student academic achievement, there must be a partnership between the school, parents, and the students. The school will incorporate the **School-Parent Compact** as a component of its School Parental Involvement Policy:

School-Parent Compact: School Responsibilities

The High School for Health Professions and Human Services will:

- Post the State standards for academic subjects
- Post the academic and discipline standards of The High School for Health Professions and Human Services
- Post and advertise the requirements of Title I
- Post and advertise the School Parental Involvement Policy
- Enable parents to monitor academic progress through the
- Establish and maintain a tutoring program in English and Mathematics
- Encourage parental involvement in school activities
- Refer students to counseling resources
- Have an annual meeting concerning Title I resources and activities
- Educate teachers, administrators, and school staff about the Title I program
- Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format.

School-Parent Compact: Parent Responsibilities

- Set guidelines and clear expectations of good behavior and academic performance
- Ensure that their children have a quiet place and time to read, study, and complete homework
- Discuss daily work assignments, progress reports, and grade reports with their children
- Ensure that their children attend school on time every day
- Promptly report any absences or tardiness
- Communicate with the school through written and electronic messages, telephone, or conferences
- Ensure that their children have the materials necessary to complete class work and home learning
- Taken an active part in school activities, such as Parent-Teacher Conferences, Street Fair, School Trips and Title I committee meetings
- Keep their children healthy by ensuring that they get enough sleep, appropriate nutrition and medical care
- Help their children to develop a good self image by providing care, discipline, support, interest and concern
- Provide the school with current and accurate home, work and emergency contact information

- Foster in their children a positive attitude toward school and learning

Student-Parent Compact: Student Responsibilities

Students will:

- Attend school every day and arrive on time to all classes
- Follow all school and classroom rules
- Put their best effort forward at all times
- Complete all homework and class work on time
- Ask for assistance when it is needed
- Use the tutoring program to increase academic achievement
- Make informed decisions, set goals, and take action to meet requirements for graduation

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

In Mathematics students are programmed for their classes using a flowchart based on their achievement in the current class. In Science, ninth grade students in levels 1 and 2 on the 7th grade ELA exam are programmed for pre-living environment class which will prepare them with the skills needed to succeed in Living Environment in the 10th grade.

In literacy, students with a 1 or low 2 are programmed for Ramp-up. Students are tested at the end of the ninth grade to determine if further support in literacy is needed. Students in need of additional support will be programmed for a 10th grade Collaborative Team Teaching English class in order to provide students with additional support.

The guidance department and the attendance teacher, supervised by the Assistant Principal Pupil Personnel Services meet bi-monthly to review attendance and punctuality. Long term absentees are carefully discussed and plans for outreach are implemented. Long term absentees, upon reporting back to school, meet with the Assistant Principal and the Guidance Counselor to develop an academic plan for the student's re-entry to the school. These students are closely monitored and referrals to outside agencies and/or programs are recommended where necessary.

2. Schoolwide reform strategies that:

See #1 above

3. Instruction by highly qualified staff.

93.40% of our teachers are highly qualified. In addition, our teachers are a community of learners who avail themselves of professional development opportunities for further growth.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The overall school goal at Health Professions HS is having all students achieve positive academic outcomes. We believe that everything we do, all the money we spend and every decision we make should promote positive student outcomes. We have identified two major focal points for our school. The first is increasing academic rigor for the top one-third of students at HPHS. The second is that all students shall receive an education that addresses their individual learning needs.

To this end, I have aligned my Principal's Performance Goals with student achievement. The four PPR goals are:

- a. Address the needs of the school's top 1/3 students
- b. Increase professional development and collaboration among teachers
- c. Increase parent participation
- d. Increase the number of students earning 10+ credits in their second year

Each assistant principal was asked to create a department goal which is aligned to the overall school goal of positive student achievement. As a result, teachers were asked to create one goal for themselves which is also aligned with the overarching school-wide goal. Teams of teachers with similar goals and action plans have been organized into Professional Learning Communities (PLC). These PLC's will collaborate in an effort to create an atmosphere where learning communities can thrive.

It is our hope that as teachers work in their PLC's, they will begin to discuss a wide range of issues dealing with student achievement. The PLC's will ensure follow-up and reflection on instruction and its impact on student outcomes.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Recruitment and the personalized attention our teachers receive attract high-quality teachers to our school. We offer many opportunities for professional development and growth. The theme of our school and the fact that we have such a wide array of course offerings attracts teachers to our school. Our diverse student population is also a positive factor in attracting highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

PTA meetings will focus on assisting parents in navigating the high school system and also assist parents in exploring ways in which they can assist their youngsters with homework, study skills and career and college preparation. Interpreters are available at all PTA meetings, conferences and orientation sessions to foster better communication with our diverse parent body.

A parent retreat is held in November where parents are offered a workshop on topics requested by the parents that attend PTA meetings.

Parents work in groups to strategize on ways to increase parents involvement throughout the year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Scholarship reports at the end of each semester are closely monitored by the Supervision Assistant Principals. Conversations with teachers as to how their students perform each term and ways in which they can strengthen instruction to raise scores and passing rates, take place at the end of the second marking period each term. Professional Development on ARIS will be offered to assist teachers in using data to inform instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students are referred to tutoring services provided through Liberty Partnership Program and individual teachers during extended day sessions. Students in Ramp Up have been tested to create a class that will further support their literacy needs in the 10th grade. Students in the 11th grade are provided with an additional writing class to assist in preparing them for the ELA regents. Collaborative Team Teaching has become the model for our school with an increase in course offerings for 2009-2010 across content area. The Wilson Reading Program began in 2006-2007 and will continue in 2009-2010 to address needs of students who are below reading levels.

Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Through an aggressive guidance program, guidance counselors meet with each student in their caseload to plan their programs each year and adjust according to the students' needs. Our guidance counselors remain with students for the four years. Referrals are made to outside agencies where further services may be provided. Referrals are made to alternative programs if students' academic needs are not being met. Students who are over-aged and under-credited are assigned to one counselor who works closely with them so that they may accumulate credits.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and

horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Assistant Principal Supervision, English, reviewed existing curricula. The AP Supervision, English, and the Principal monitored the taught curriculum during the observation process.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

While our curricula are standards-based, we need to use more mapping.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. In-house curricula will be mapped.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised

by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Currently, we implement the Integrated Algebra curriculum and Geometry curriculum, so the findings concerning the Math A exam are irrelevant. In our course design and implementation of the curricula, we have meetings among teachers teaching the same course, curriculum mapping, pacing calendars, and uniform examinations that are used.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the 2008-2009 school year, the Math A curriculum has been changed to the Integrated Algebra and Geometry curriculum, which adheres more closely to the NYS content strands. We hold our students to a higher standard than the passing score on the Math A and the Integrated Algebra because the scores on both regents are not considered as mastery because the conversion has not been aligned. Therefore, students who scored below a 75 on the Math A were placed in a four-semester Math B course, and students who scored below a 75 on the Integrated Algebra were placed in a four-semester Geometry course. Students that scored above a 75 on the Math A were placed in a two-semester Math B course, and those students that scored above a 75 on the Algebra regents were placed in a two-semester Geometry course. Our reasoning is that those students that score below a 75 needed additional support to be successful in the higher math courses. This has been our way to provide students with additional instruction and intensive work toward achieving the standards.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Assistant Principal Supervision, English, and the Principal assessed instructional pedagogy during the observation process

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Most ELA teachers were found to use varied instructional methods, not just direct instruction. Seatwork is minimal.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observations, peer inter-visitations, and teacher meetings are utilized to discuss strategies for student engagement.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Study buddies are utilized in all math classes so that students work together in pairs. In our lower level math classes a computerized self-paced program called Carnegie Learning is used to give individualized attention. We are beginning to use smart board technology and A/V carts with a laptop and projector to integrate technology into the classroom. The classes are moving to more student directed learning but the majority of our classes are still teacher directed

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

As mentioned in 2B3, we are moving toward more student engagement. To address this, smartboard technology is being implemented along with mathematical software in the computer lab: Geo Sketchpad, Green Globes, SAS Curriculum Pathways, in order to encourage student centered learning. Additional professional development is also needed in this area.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our teacher retention rate is quite high as evidenced by our school report card. Hiring done in recent years has been due to expansion of our Collaborative Team Teaching program for students with disabilities and for increases in register, not because teachers choose to leave. We have had some movement as we have been working diligently to have teachers leave the profession when they do not meet our standards.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our BEDS survey will show that we have very little teacher turnover. Our average teacher's salary -- \$73,521 -- is due to our teachers being in the system for many years.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Professional Development options are regularly reviewed by the Principal and Cabinet

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

PD opportunities are routinely made available to staff. Opportunities are communicated via the weekly calendar, postings, emails, department and faculty conferences.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

PD opportunities are routinely made available to staff. Opportunities are communicated via the weekly calendar, postings, emails, department and faculty conferences.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The AP Supervision and data specialist communicate this data to faculty. Faculty are trained to access the data via ARIS. An ELL Inquiry Team works with the data.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

I do not find this statement to be totally accurate. We have extensive CTT that is supported through PD. General Education teachers might need more training with the IEP's.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Extensive PD for CTT teams, handbook, full access to IEP's for general education teachers

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

I never say no to support

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Each special education teacher is responsible for 12 to 15 students' IEP's. They create very specific goals for their students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

STH Students are provided with free breakfast, lunch and MetroCards. Students are referred to Guidance Counselor for counseling services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

Filename: 02M420 CEP 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_M420
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title:
Subject:
Author: Sharon Rencher
Keywords:
Comments:
Creation Date: 1/6/2010 9:22:00 AM
Change Number: 5
Last Saved On: 3/9/2010 9:54:00 AM
Last Saved By: partha
Total Editing Time: 9 Minutes
Last Printed On: 3/9/2010 9:55:00 AM
As of Last Complete Printing
Number of Pages: 51
Number of Words: 17,554 (approx.)
Number of Characters: 100,059 (approx.)