



# **HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES**

## **2009-10 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: (DISTRICT 6/ MANHATTAN/ M468)**

**ADDRESS: 549 Audubon Avenue, New York, NY 10040**

**TELEPHONE: (212) 927-1841 EXT.330**

**FAX: (212) 927-1962 or 2179**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** M468      **SCHOOL NAME:** High School for Health Careers & Sciences

**DISTRICT:** 06      **SSO NAME/NETWORK #:** CFN #8

**SCHOOL ADDRESS:** 549 Audubon Avenue, New York, NY 10040

**SCHOOL TELEPHONE:** 212 927-1841 EXT.330      **FAX:** 212 927-1962 or 2179

**SCHOOL CONTACT PERSON:** Harris Marmor      **EMAIL ADDRESS:** hmarmor@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      Elsa Roman

**PRINCIPAL**      Harris Marmor

**UFT CHAPTER LEADER**      Amanda Valenti

**PARENTS' ASSOCIATION  
PRESIDENT**      Jose Garcia

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      Stephen Dominguez  
Ashley Abreu

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      Francesca Pena/Elaine Gorman

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s; 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 an explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position/Constituency Represented</b>	<b>Signature</b>
Harris Marmor	*Principal or Designee	
Amanda Valenti	*UFT Chapter Chairperson or Designee	
Jose Garcia	*PA/PTA President or Designated Co-President	
Jose Garcia	Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
Elsa Roman	DC 37 Representative, if applicable	
Stephen Dominguez	Student Representative	
Ashley Abreu	Student Representative	
Elizabeth Arrendell	Guidance Counselor	
Domingo Rodriguez	Teacher	
Carlos Anderson	Teacher	
Francisca Fermin	Vice President, PTA	
Maria Tejeda	Parent/Secretary	
Maria Marte	Parent/Treasurer	
Esther Luna	Parent Delegate	
Arelis Garcia	Parent Delegate	

\* 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.

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#### **Mission Statement:**

We are a high school that fosters a sense of community among our students, staff, parents, partners and neighbors. Our students will develop a sense of self-esteem and respect for themselves and others. Through a diverse and challenging curriculum, focusing on basic science, we will cultivate student interest in various sciences and health professions. We will provide a quality education and experiences that will prepare our students to develop the academic, social and personal qualities necessary to realize their fullest potential as lifelong learners and productive, caring citizens of the world.

#### **Narrative:**

The High School for Health Careers and Sciences is one of four high schools housed in the George Washington Campus Building in Washington Heights in Upper Manhattan. Over 90% of the students served are of Dominican ancestry, as is the surrounding community. This makes for a rich experience as the students and their families, as well as the staff enjoy a *bi-cultural* learning community.

Students receive a core of rigorous academics taught within the context of the health sciences. In their junior and senior years, students take electives in the health sciences. In addition, AP classes are offered in Spanish Grammar, Spanish Literature, Environmental Science, and Calculus.

Our ELL students are given special attention, which focuses on three areas: Use of technology and software-based initiatives (including English and Spanish versions of Riverdeep, Rosetta Stone and Lexia), Collaborative Team Teaching/Push-in models of instruction and professional development to support these initiatives. Teachers are also given professional development on differentiating instruction across the content areas.

Despite the high numbers of ELL students, we are proud of our high rate of student achievement. In fact, we find that our former ELL students go on to outperform their general education counterparts citywide. Higher standardized NYS test scores and graduation rates are just two of the indicators of this success.

To further enhance the instructional program, our students participate in internships in the health careers and in activities with a variety of partners. Some of these partners are:

- **Touro College School of Pharmacy** is located in close proximity to the school at 125<sup>th</sup> Street. We are working in collaboration with the school in order to create a pharmacology class for high school students. As an outgrowth of this class, we expect our students to do internships in pharmacies in the community.
- **Health Corps** is a program in our school attuned to encouraging good nutrition and exercise. As an outgrowth of our partnerships with the **New York-Presbyterian Medical School Department of Cardiology and Thoracic Surgery** and Touro College, we benefit from lectures and health awareness encouragement from Dr. Mehmet Oz, Thoracic Surgeon and world-renowned speaker. NYPH also provides resources to support our physical education programs and our graduation exercises. In

addition, the hospital maintains a clinic on site that provides mental and physical health services to our students.

- **New York Presbyterian Hospital Clinic** is a full service medical office located on site. The clinic provides a variety of primary care and mental health services to our students. In addition, they offer health education to our students and their parents.

Our graduates have gone on to renowned colleges and universities such as:

- ❖ Smith College
- ❖ SUNY Binghamton
- ❖ Hunter College
- ❖ Borough of Manhattan Community College
- ❖ St. John's University
- ❖ Briarcliff College
- ❖ Brown University
- ❖ Clarkson University
- ❖ Mount Holyoke College

We feature the following Extra-curricular Activities:

- ❖ PSAL Sports: Girls Volleyball, Swimming; Football, Baseball, Softball, Basketball, Soccer
- ❖ Recycling Club
- ❖ Guitar Club
- ❖ Campus Newspaper
- ❖ Weightlifting Club
- ❖ Yoga Club
- ❖ Bicycling Club

We are fortunate to have a large percentage of our parent body actively engaged in a variety of activities. Over the years, some of these parental activities have included Saturday classes in ESL and computer literacy, and citizenship. These classes were highly successful and we are excited to continue to offer them this year.

## Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE web page under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

### CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>School Name:</b>	High School for Health Careers and Sciences							
<b>District:</b>	6	<b>DBN:</b>	06M468	<b>School BEDS Code:</b>	310600011468			
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		86.9	84.8	87.1	
Kindergarten	0	0	0					
Grade 1	0	0	0	Student Stability - % of Enrollment:				
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 3	0	0	0		96.1	97.9	96.0	
Grade 4	0	0	0					
Grade 5	0	0	0	Poverty Rate - % of Enrollment:				
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 7	0	0	0		79.9	68.2	84.6	
Grade 8	0	0	0					
Grade 9	222	214	213	Students in Temporary Housing - Total Number:				
Grade 10	192	210	198	(As of June 30)	2006-07	2007-08	2008-09	
Grade 11	122	152	117		1	0	29	
Grade 12	119	95	136					
Ungraded	0	0	6	Recent Immigrants - Total Number:				
Total	655	671	670	(As of October 31)	2006-07	2007-08	2008-09	
					40	39	69	
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	0	1	1	Principal Suspensions	97	69	47	
# in Collaborative Team Teaching (CTT) Classes	47	47	42	Superintendent Suspensions	8	5	5	
Number all others	41	52	42					
These students are included in the enrollment information above.				Special High School Programs - Total Number:				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	N/A	N/A	0	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	158	113	Number of Staff - Includes all full-time staff:				
# in Dual Lang. Programs	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# receiving ESL services only	185	45	95					
				Number of Teachers	40	49	47	

**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	19	0	11	Number of Administrators and Other Professionals	12	13	13
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	18	15	23	% fully licensed & permanently assigned to this school	97.5	98.0	95.7
				% more than 2 years teaching in this school	57.5	67.3	76.6
				% more than 5 years teaching anywhere	42.5	44.9	48.9
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	90.0	86.0	85.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.4	94.2	100.0
American Indian or Alaska Native	0.2	0.3	0.1				
Black or African American	6.4	8.2	7.5				
Hispanic or Latino	92.4	89.9	91.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.6	0.3				
White	0.6	1.0	0.9				
<b>Male</b>	51.8	50.4	49.0				
<b>Female</b>	48.2	49.6	51.0				
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							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	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**

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

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>					√	√	√
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American					-	-	
Hispanic or Latino					√	√	
Asian or Native Hawaiian/Other Pacific Islander					-	-	
White					-	-	
<b>Other Groups</b>							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
<b>Student groups making AYP in each subject</b>		0	0	0	3	3	1

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>		NR			
<b>Overall Score:</b>	70.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.9	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:	14.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.2						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	5						

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = 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?
- 

The High School for Health Careers & Sciences prides itself on maintaining a culture of continuous improvement. We are in the practice of reviewing data on a regular basis in order to change and refine our Comprehensive Educational Plan, which we view as a living document. To this end, we have created a number of teams whose charge it is to conduct needs assessments, to establish areas of concern and issues, and to identify the appropriate strategies, methods, services or programs to improve outcomes or conditions.

Using the above-mentioned documents, the following findings and recommendations became evident:

### **What the school does well**

- The principal's very clear vision and leadership style unifies the school community to focus on improving student achievement very effectively.
- The school's strategies and services for special education students and English language learners result in significantly raised achievement and progress.
- Students are fully engaged by teachers' open and interactive styles of teaching and concentrate well in their classes.
- The school's constructive initiatives have improved attendance.
- The school's open door policy and strategies to engage parents in the life of the school is increasingly very successful.
- The administration and the data specialist analyze data very effectively to prioritize school development strategies, plans and goals.
- Budget, staffing and resource decisions underpin school improvement plans very effectively.
- Teachers are mutually very supportive and this promotes instruction and learning.
- High expectations are conveyed within an environment of trust and respect and this benefits instruction and learning very well.

### **What the school needs to improve**

- Use school data to formulate achievable, objectively measurable goals with

associated timeframes for the school, subjects and classrooms.

- Develop teachers' strategies to identify measurable individual student goals to further improve achievement.
- Extend teachers' use of student data further to differentiate instruction to challenge students at their level of performance.
- Persist in rigorously addressing tardiness within the school in order to further raise achievement by ensuring students arrive punctually to all lessons.

**Barriers:**

- ❖ In spite of many significant improvements, our ELL, IEP and SIFE students continue to grow in number. We have applied for two grants from the NYC DOE Office of ELLs to expand our services to these students.
- ❖ Despite our best efforts, it is difficult to find licensed, bi-lingual teachers in all content areas.
- ❖ We are forced to work within the confines of a building that is shared with three other schools. Space is extremely limited and impacts our ability to schedule classes optimally.

**Aids:**

- ❖ A consultant from *Victory Schools* continues to work with our advisory teachers of ninth and tenth graders to design and implement an effective and compelling advisory curriculum.
- ❖ A Lehman College Math consultant continues to work with our math teachers on using data to drive instruction/differentiate instruction.

**Accomplishments:**

- ❖ We are implementing a self-contained SIFE program.
- ❖ High Performing/Gap Closing School Award from the NYS Education Department.
- ❖ We have experienced a great improvement in student behavior over the last several years. The data shows a significant decrease in the number of principal and superintendent suspensions.
- ❖ We have received a grade of "A" on the last two School Progress Reports.
- ❖ We have been rated "well-developed" in the last two years of the School Quality Review administered by Cambridge University consultants.

## 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.

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### Goal Number 1

**By June 2010, students taking the NYSED Geometry Regents for the first time in the 2009-2010 school year will have a 2% or greater passing rate than those who took the exam in 2008-2009 from a 35% to a 37% passing rate. Teachers will identify those students who are taking the Geometry Regents for the first time and will use various pedagogical methods to increase the passing rate over last year such as increased use of technology in the classroom and more offered academic intervention services during student lunches, after school and on Saturdays.**

### Goal Number 2

**By June 2010, students taking the NYSED Regents in Global History for the first time in the 2009-2010 school year will have a 2% or greater passing than those who took it for the first time in 2008-2009 from a 41% to a 43% passing rate. Teachers will identify those students who are taking the Global History Regents for the first time and will use various pedagogical methods to increase the passing rate over last year such as increased use of technology in the classroom and more offered academic intervention services during student lunches, after school and on Saturdays.**

### Goal Number 3

**After conducting our needs assessment, the SLT found that the student passing rate is significantly reduced by poor attendance and lateness. As a result, increasing attendance is a priority for the 2009-10 school year. We will improve student attendance by 1 percentage point by June 2010 from 87% to 88%, and to decrease late arrival to classes by 2 percentage points by June 2010.**

### Goal Number 4

**After conducting our needs assessment, the SLT found that the SIFE and Long Term ELL subgroups have under performed all other subgroups for the past three years. As a result, we have made the progress for our SIFE and Long Term ELLs a priority goal for the 2009 – 2010 school year. We will increase the NYSESLAT proficiency rate of SIFE students from 1% to 3% and for the Long Term ELL students from 11% to 13% by June 2010.**

**SECTION VI: ACTION PLAN**

**Goal Number 1**

**Subject/Area (where relevant):** Curriculum and Instruction

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, students taking the NYSED Geometry Regents for the first time in the 2009-2010 school year will have a 2% or greater passing rate than those who took the exam in 2008-2009 from a 35% to a 37% passing rate. Teachers will identify those students who are taking the Geometry Regents for the first time and will use various pedagogical methods to increase the passing rate over last year such as increased use of technology in the classroom and more offered academic intervention services during student lunches, after school and on Saturdays.</b></p>
<p><b>Action Plan</b> <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"><li>❖ Hire bi-lingual teachers who are expert in geometry and, who can speak Spanish and English proficiently so that both ELLs and monolingual students get quality lessons.</li><li>❖ Continue to use materials in both English and Spanish, such as the Riverdeep mathematics program</li><li>❖ Provide tutoring before, during and after school and on Saturdays for ELLs and monolingual students.</li></ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E, Title III</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>❖ Two percent or greater increase in the passing rates of the Geometry regents exams</li><li>❖ Improvement in teacher-generated assessments at the end of each marking period</li><li>❖ Improvement in progress reports and report cards – each marking period</li><li>❖ Anecdotal feedback from staff and students</li></ul>

## Goal Number 2

**Subject/Area (where relevant):** Curriculum and Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, students taking the NYSED Regents in Global History for the first time in the 2009-2010 school year will have a 2% or greater passing than those who took it for the first time in 2008-2009 from a 41% to a 43% passing rate. Teachers will identify those students who are taking the Global History Regents for the first time and will use various pedagogical methods to increase the passing rate over last year such as increased use of technology in the classroom and more offered academic intervention services during student lunches, after school and on Saturdays.</b></p>
<p><b>Action Plan</b> 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"> <li>❖ Hire bi-lingual teachers who are expert in their subject matter and, who can speak Spanish and English proficiently so that both ELLs and monolingual students get quality lessons.</li> <li>❖ Continue to use new world, regional and USA map sets that differ historically, chronologically, topographically, etc.</li> <li>❖ Continue to use the complete set of “History Channel” DVDs aligned with the Global History curriculum.</li> <li>❖ Provide tutoring before, during and after school and on Saturdays for ELLs and monolingual students.</li> <li>❖ Purchase social studies libraries in Spanish and English.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E, Title III</p>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Two percent gain in the coming year. September through June, 09-10.</p> <p>Late arrival to first period class to decrease by 2 percentage points, as tracked by deans' logs and the CAASS Attendance System. September through June, 09-10.</p> <p>Student improvement on standardized tests, including the NYSESLAT and NYS Regents exams. September through June, 09-10.</p>

### Goal Number 4

**Subject/Area (where relevant):** Curriculum & Instruction

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>After conducting our needs assessment, the SLT found that the SIFE and Long Term ELL subgroups have under performed all other subgroups for the past three years. As a result, we have made the progress for our SIFE and Long Term ELLs a priority goal for the 2009 – 2010 school year. We will increase the NYSESLAT proficiency rate of SIFE students from 1% to 3% and for the Long Term ELL students from 11% to 13% by June 2010.</b></p>
<p><b>Action Plan</b>  <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"> <li>❖ Develop and implement an intervention program for SIFE and ELL students.</li> <li>❖ Our APs and teachers will attend all critical ELL and SIFE citywide and network-wide meetings.</li> <li>❖ Continue deep and sustained professional development with ongoing, regular ELL and SIFE study groups, as described in the grant proposals.</li> <li>❖ We are continuing to implement the RIGOR program. We have both the English and Spanish versions.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>C4E, Title III</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>❖ Five percent increase in the passing rates on the NYSED Regent exams</li> <li>❖ NYSELAT testing: 2% increase in the number of ELL students reaching proficiency</li> <li>❖ Improvements in achievement on teacher-generated assessments – each marking period</li> <li>❖ RIGOR program assessments – ongoing, period assessments, September through June 09-10.</li> </ul>

## **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	118	79	0	0	22	1	8	0
10	5	74	86	36	38	0	7	0
11	5	33	39	72	7	0	5	1
12	22	18	35	69	0	0	16	1

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<p>ELA: Starting Over Curriculum by Joan Knight RIGOR literacy program (for ELLs)</p>	<p>The Starting Over program for at-risk students will address extra literacy needs in small group instruction held during students’ lunch period/teachers’ administrative period.</p> <p>The RIGOR literacy program for ELL students – three days per week at 1.5 hours, and on Saturdays for three hours, and in an after-school setting in which students receive individualized attention in reading, writing, speaking and listening.</p> <ul style="list-style-type: none"> <li>❖ Includes diagnostic-instructional materials</li> <li>❖ Multi-sensory approach</li> <li>❖ Structured and sequential methods to learning language</li> <li>❖ Scientific research-based</li> </ul> <p>Class size is capped at 20 students.</p>
<p>Mathematics: Riverdeep Program (Destination Math)</p>	<p>The Riverdeep (Destination Math) Program will be held three days per week, 1.5 hours, and on Saturdays for three hours in an after-school setting in which students receive individualized attention in math concepts</p> <ul style="list-style-type: none"> <li>❖ Regents tutoring after school, three days per week at 1.5 hours per day and on Saturdays, 3 hours, for Algebra and Geometry. The regents Tutoring will include:</li> <li>❖ Differentiated instruction</li> <li>❖ Creative Regents teaching approaches</li> <li>❖ Using libraries in class</li> <li>❖ Print-rich learning environments</li> </ul> <p>Small group instruction is held during students’ lunch period/teachers’ administrative periods.</p> <p>Class size is capped at 20 students</p>
<p><b>Science:</b> No specific title</p>	<p>Regents tutoring after school, three days per week at 1.5 hours per day and on Saturdays, 3 hours, for Global and US History Regents.</p> <p>Small group instruction is held during students’ lunch period/teachers’ administrative period.</p> <p>Class size is capped at 20 students</p>

<p><b>Social Studies:</b></p> <p>No specific title</p>	<p>Regents tutoring after school, three days per week at 1.5 hours per day and on Saturdays, 3 hours, for Living Environment, Earth Science, Chemistry and Physics.</p> <p>Small group instruction is held during students' lunch period/teachers' administrative period.</p> <p>Class size is capped at 20 students.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p> <p>No specific title</p>	<p>Individual and group guidance conferences</p> <p>Transcript review</p> <p>High School Graduation requirement review</p> <p>Lessons on: promotion in doubt, graduation requirements, social issues such as bullying, harassment, etc.</p> <p>Referrals to tutoring program and Saturday classes</p> <p>Meets with parents and teachers of at-risk students in <i>Intervention Meetings</i></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p> <p>No specific title</p>	<p>School psychologists diagnose and recommend students for services such as speech therapy, psychiatry or medical attention.</p> <p>Evaluations into and out of special education,</p> <p>Referrals to outside agencies.</p> <p>Interventions tend to be at the administrative level.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p> <p>No specific title</p>	<p>Evaluations done in collaboration with school psychologist</p> <p>Referrals from Guidance Counselor, Deans and Teachers</p> <p>Short term counseling, will refer out for long-term to partners such New York Presbyterian Hospital</p>
<p><b>At-risk Health-related Services:</b></p> <p>No specific title</p>	<p>A full-service, school-based medical clinic run by New York Presbyterian Hospital offers the following services to our at-risk students:</p> <p>Primary care and prevention</p> <p>OBGYN</p> <p>Mental health counseling, both one on one and group</p> <p>Psychiatrist once per month</p> <p>Health Education (pregnancy prevention, self-care and wellness, nutrition, safe socialization</p> <p>Parenting program for the parents of our students</p> <p>These services are available both during the school day, before and after school.</p>

**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.

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# LAP Report

## (Language Allocation Policy)

### 2009-2010

#### **School Profile:**

The High School for Health Careers and Sciences has been in existence since 1999. It grew out of what used to be George Washington High School, which closed its doors in 1998. The redesign of the high school created four similar high schools—one on each floor of the building—each with its own autonomous administration. The schools together make up what is known as The George Washington Educational Campus. Each school has its own specialty. Health Careers, just as its name indicates, specializes in the sciences.

The school is located in uptown Manhattan, in the neighborhood of Washington Heights. This is a predominantly Hispanic neighborhood and the majority of its residents are from the Dominican Republic. Many have just entered New York City within the last two years. The population of our school closely reflects the neighborhood.

The administration at Health Careers considers our school to be an ELL school because of the high number of ELL students attending: one hundred and ninety eight students out of our six hundred and sixty two total students are considered ELLs.

There are many important players on our school's LAP team. First and foremost is our principal, Mr. Harris Marmor. Mr. Marmor's understanding, support, insight, and willingness to try new programs and strategies has been the driving force behind our ESL program. His support has allowed our ESL program and our ELL students to flourish. Ms. Campeas, AP Humanities who supervises the ESL program, works closely with the other members of the team, ensuring that all ELLs are receiving the most rigorous education possible. Ms. Barbara Gortych, one of the school's four ESL instructors, is the point person for the department and represents the rest of the ESL teachers at meetings and Professional Development. Our ESL coordinator, Mr. Zhicheng Zang, is an integral player on our team regarding ESL testing (the NYSESLAT), Regents exams, the BESIS report, and all other facets of the ESL program. He also administers the LAB-R and determines placement for incoming ELLs. Mr. Ricardo Irizarry is our data specialist. He collects and analyzes information and data for the rest of the ESL team. Ms. Carol Polo is our speech related service provider for the ESL students. Our guidance counselor, Elizabeth Arrendell, works closely on a one-to-one basis and offers small group counseling to all of our ELLs, but most specifically focuses on the Long Term and Former ELLs. In addition, Ms. Arrendell speaks to ELL parents on an ongoing basis and provides guidance resources such as alternative programs for students, job training, and family services. Ms. Francisca Fermin is a parent of an ELL student and is actively involved in parent meetings and orientations. Ms. Andri Perez is our parent coordinator. She, along with Mr. Zang and Ms. Campeas, work closely with the ELL parents. Ms. Perez is responsible for showing the video for the ELL parent orientation workshop, which is facilitated by Ms. Campeas, AP and Mr. Zang, ESL coordinator. Ms. Anya Hurwitz is the network leader for CFN #8. She supervises a fine team of professionals who work side by side with our ELL staff.

#### **Identification Process:**

When a possible ELL student is newly enrolled in our school, there are many steps taken in making an initial identification.

- First, we give the student's parents or guardians a Home Language Identification Survey.  
(HLIS) This survey informs our staff as to the language spoken in the student's home.
- Based on the information given to us on the survey, our ESL coordinator determines whether the student is a potential ELL.
- The parent is then given an informal interview by the ELL coordinator or guidance counselor. There is always an administrator and/or pedagogue present during this interview who provides translation services if needed. If the parent speaks a language other than Spanish, the services of the Translation and Interpretation Unit at the DOE are utilized.
- Our ESL coordinator determines whether the student is eligible for the LAB-R (Language Assessment Battery-Revised). The child's performance on this test will determine his/her eligibility for English Language development services. A student is only administered the LAB-R once.
- The student's score on the LAB-R identifies whether or not they are an ELL student.
- If a student is eligible, the ESL coordinator will send the parent an *Entitlement Letter* in writing.
- A parent orientation then takes place within ten days of the student's registration into our school. This orientation is facilitated by our school's AP of Humanities and ESL Coordinator. During the orientation, a video presentation is made in the parents' home language, whereupon the parent is informed of the various ESL programs offered in New York City school system. We do most of our orientations at the beginning of the school year. This is when we can "catch" most students. Orientations are ongoing and are given throughout the school year when required.
- Once the parents have gone through the orientation process we give them a Parent Survey and Program Selection form. Forms are returned to us either by the parent or the student. We have had a one hundred percent return rate for all Parent Survey and Selection forms.
- At the High School for Health Careers and Sciences, parents have the choice of two separate ESL programs: TBE (Transitional Bilingual Education) and Freestanding English as a Second Language Programs. Dual Language programs are not offered in our school, but parents are still informed of this program. If they should happen to choose Dual Language for their son or daughter, we guide them to the correct placement.
- If a parent neglects to choose a program for their child, the child is automatically placed in a TBE (Transitional Bilingual Education) program by default.
- We inform parents that the only way for a child to exit from all ESL programs is by reaching proficiency on the NYSESLAT ( New York State English as a Second Language Achievement Test)
- We explain to parents that twenty students are needed in order to open up a particular ESL class.
- It is our responsibility to communicate back to parents, whenever we have enough students to open up a particular program. We must find out if they are still interested in that program.
- The student is then placed into the program that the parent selects. This is done within ten days after entry into our school.

During the Parent Orientation, we take great care to ensure that our parents are given all the information that they will need to fully understand the three ESL programs which are offered in New York City school system. We always make sure to have interpreters and translators present during the orientation. Our parent coordinator is bilingual and assists us in giving clarity to the orientation.

The video that is shown to the parents by the parent coordinator at the orientation is supplemented by explanations from the ESL coordinator and the administrator. We encourage questions and try to create the most non-threatening environment as possible. We keep a calendar of each possible ELL student's enrollment date and make sure that the orientation occurs within ten days of that date. Our parent coordinator, in conjunction with our ESL coordinator and guidance counselor, serves as the liaisons between the school and the parent. At the end of the orientation, we provide the parent with a Parent Survey and Program Selection form.

The parent's selection informs us as to which program (in our school it is TBE or Freestanding ESL) to place the student. We then determine which level of instruction the student will be placed in based upon their score on the LAB-R. The NYSESLAT will be administered in the spring of that year and future placement determinations will be based upon the NYSESLAT.

When our ESL department analyzes the trend of choices on Parent Selection forms from the past few years, we saw an overwhelmingly high selection of TBE (Transitional Bilingual Education). The data indicates that 58 % of the parents select a Transitional Bilingual Education program for their children, while 42 % of the parents choose the Freestanding Mono-lingual ESL.

The ESL program models that we offer at the High School for Health Careers and Sciences (TBE and Freestanding ESL) are absolutely aligned with parent requests. Of course, whenever a parent neglects to select a program for their child; the default program of TBE is given to that child.

### **Demographics:**

At the present time, we have 198 ELL students in our school. This is 30 % of our total population of 662.

### **In the Transitional Bilingual Education Program we have:**

<b># of Students</b>	<b>Grade</b>
<b>54</b>	<b>9</b>
<b>54</b>	<b>10</b>
<b>6</b>	<b>11</b>
<b>0</b>	<b>12</b>
<b>Total # of TBE Students: 114</b>	

In the Freestanding ESL program (in our school it is a self contained program) we have:

# of Students	Grade
21	9
20	10
24	11
19	12
Total # of Freestanding ELLs:	84

Years of Service for our ELL students:

The total number of ELLs is 198. Below is the breakdown of # of ELLs in each program model:

SIFE	Newcomers 0-3	4-6	Long Term ELLs	Special Needs
58	96	46	37	19

TBE subgroup of Newcomers or students with 0-3 years of service:

Total TBE	TBE/SIFE	TBE Special Needs
79	34	1

Freestanding ESL subgroup of Newcomers or 0-3 years of service:

Total ESL	ESL/SIFE	ESL/Special Needs
18	2	0

TBE subgroup of 4-6 years of service:

Total TBE	TBE/SIFE	TBE/Special Needs
29	8	0

Freestanding ESL subgroup of 4-6 years of service:

ESL	ESL/SIFE	ESL/Special Needs
<b>14</b>	<b>8</b>	<b>7</b>

TBE subgroup of Long Term ELLs (completed 6 years)

Total TBE	TBE/SIFE	TBE/Special Needs
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6	0	0
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**ESL subgroup of Long Term ELLs (completed 6 years)**

ESL	ESL/SIFE	ESL/Special Needs
52	6	11

**Home Language Breakdown and ELL programs:**

**TBE program:**

Language	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Spanish Speaking	54	54	6	0

**ESL program:**

Language	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Spanish	16	19	21	25
French	2			
Arabic			1	
Serbo-Croatian			1	

**Instruction for ELLs in the High School for Health Careers and Sciences:**

All of our ESL classes are self contained. Annually, our ELL students are administered the NYSESLAT (New York State English as a Second Language Achievement Test). The test is administered mid-spring of the academic year. This exam tests ELL students in four modalities: Listening & speaking; Reading & Writing. Students will receive scores for these paired modalities. A student can score one out of four scores for each: "B" which is the lowest score and indicates Beginner; an "I" indicates a score of Intermediate; an "A" indicates Advanced and finally, a "P" indicates a score of Proficient. A score of proficiency for both listening & speaking and reading & writing is the only way a student will be able to exit the ESL program. If a student scores a proficient score for Listening & Speaking and a score of Intermediate for Reading & Writing, the student is considered to be Intermediate—therefore making the lower of the two scores the over-riding score for the student.

Analysis of the NYSESLAT scores is what determines student placement into ESL classes and further determines the kind of classroom instruction and Title III tutoring the student will receive. We strive to create units and lessons of study which will hone in on the students' weaknesses and bolster the strengths they already have. We look at each individual ELL closely to ensure that they will be receiving the highest caliber instruction as possible.

TBE students attend content area classes in their native language and receive the appropriate units of ESL classes based on their level. TBE students also attend NLA (Native Language Arts classes, whose curriculum parallels the ELA curriculum) The ESL classes are self-contained in that there is one teacher who provides instruction for the entire class.

Freestanding ESL students attend content area classes in their target language and receive the appropriate number of units of ESL classes based on their level. In our school, the students in a particular ESL class do not necessarily travel together and might only be together in that particular ESL class.

For the most part, we try to program homogeneously and try to keep students with similar proficiency levels on the NYSESLAT together in one instructional setting. When this is not possible, we have our ESL teachers differentiate their instruction, so that each student's instructional needs are being met. Each ELL subgroup or sub-population has its own needs and requirements regarding creating an instructional plan.

Our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. We use the results of both the LAB-R exam and the NYSESLAT exam to determine the student's level. Once we know the level, we know how many instructional minutes of ESL that student should be receiving per week and per day.

The programming office works closely with the AP Humanities, the ESL coordinator, the ESL teachers and the guidance counselors. It is a group effort that has proven to be very effective. We make sure that each student receives the appropriate number of minutes of instruction and that number is revised when there is new testing information.

## **SIFE:**

Our SIFE population is the neediest due to deficits in the areas of language *and* academics. In 2008, our school applied for and was awarded the *Academic Intervention Grant Serving Students with Interrupted Formal Education (SIFE) and Long Term ELLs*. We have just reapplied and have received funding for the second year of this particular grant.

There are three separate components to the plan that was established through the grant:

- 1) Use of technology/software based initiatives (including the Spanish/English version of Riverdeep).

- 2) A Collaborative Team Teaching/Push-In model of instruction for the SIFE sophomores.

- 3) Professional Development for teachers on Differentiated Instruction in content areas.

SIFE students receive literacy instruction which blends Native Language Arts, ESL and ELA. SIFE students in grade nine receive a one hour enrichment period after school three days a week. In addition, they receive a three hour Saturday program in both literacy and math. There are approximately twenty one weeks of additional instruction built into the grant. In addition, Smartboards and laptops were purchased, so that the use of

technology for the SIFE students is infused throughout the additional math and English instructional periods. Besides the Riverdeep mathematics program, students use the Rosetta Stone and LEXIA software for language development.

### **Newcomers (0-3 Years of Instructional Service)**

Our newcomer ELL students are provided with a comprehensive instructional program. As soon as a newcomer student enters an L1 or L2 classroom, they are given *scaffolded instruction* to ensure both academic and linguistic competency. Lessons for these students have agendas which include practice in all modalities of the NYSESLAT exam. ESL teachers of newcomers use many different strategies to instruct their ELL students. Visuals are used frequently, as is realia and a Total Physical Response methodology. Miming and frequent repetition is also used daily. We have also had success with using Books on Tape, Rosetta Stone and the LEXIA software. These students are programmed in classrooms with a Smartboard and they are also programmed for additional computer laboratory periods to use this instructional technology. Often times, newcomers need to be prepared for the ELA Comprehensive Regents Examination. One strategy we find successful for these students is foregoing the use of novels and longer works of literature. In lieu of these, we use the short story form. We find that ELL students are able to digest the short story form easier and are able to read and analyze many, instead of struggling through *one* novel over the course of months. Short stories contain the same rich literary elements and literary devices as the novel, only in a short and palatable size. This is especially helpful for preparation with Task 4 (Critical Lens) of the ELA Regents Exam. Many of our long term ELL students have to take the Component Retest in ELA in their senior year.

These students receive rigorous instruction in both class work occurring during the course of the school day and during Title III funded tutoring (three days during the week after school and Saturday mornings from nine to noon). To increase our ELL students' success on the ELA Regents, we have created a class for ELA prep in which we pair an ESL and ELA teacher. The "CTT"-like model works extremely well for these students.

### **ELLS with 4-6 Years of Instructional Service:**

We heavily target the 4-6 years of service ELL subgroup. We do not want these students to become Long Term ELLs. We look closely at these students' NYSESLAT scores and provide extra instruction to them in the way of TITLE III after-school and Saturday tutoring, focusing in on those modalities which are problematic. In addition to working on the NYSESLAT modalities, we also prep this subgroup for the ELA Regents exam. We use Adapted Classics and frequent dictation activities. We also use a computer based program called Inspiration to support multiple learning styles. This program encourages the use of graphic organizers

across the content areas. The 4 – 6 year subgroup is programmed into classrooms with a Smartboard, so this technology is used frequently. In addition, laptop computers carts are used with this group of ELLs, so that students may work independently on language

skills using the Rosetta Stone and LEXIA software. By doing these things, we are trying to prevent our ELL students with 4-6 years of service from going into any category other than proficiency. This group is the prime target for AIS services.

### **Long Term ELLs:**

This is a unique and challenging ESL subgroup. Students in this subgroup have not yet been able to reach proficiency on all the modalities of the NYSESLAT, although they receive differentiated instruction and technology is infused throughout their content area classes as it is for the other ELL subgroups. The Long Term ELLs make use of the available software (River Deep, Rosetta Stone and LEXIA) and use both lap top carts in their classes as well as the computer lab for additional periods. For these students, we enlist the assistance of the guidance and attendance departments. Special guidance outreach is necessary to provide the Long Term ELLs and their parents with additional resources for services such as referring them to a Bilingual/ESL Technical Assistance Center (BETAC) and referring them to Office of Family Engagement and Advocacy (OFEA). In addition, small group counseling for Long Term ELL students is done on an ongoing basis with referrals to vocational schools and GED programs being given when appropriate. The attendance personnel make home visits to the parents of Long Term ELL students on an ongoing basis if an attendance problem is noted. In addition, our bilingual attendance teacher and bilingual community associate bring parents of Long Term ELLs in regularly for guidance conferences. In addition, they send letters home regarding attendance issues and hold special attendance meetings for these parents on the first Monday of each month. We know how discouraged and disillusioned our Long Term ELLs often become and we also know that this can lead to dropping out of school. We are aware that the current statistics for ELLs dropping out of high school is very high at 28.9 %. Some of these students have been receiving services for as many as 10 to 14 years. We do not get additional funding for these students, yet we must continue to serve them. In the event that they do graduate from high school and enter college—we do not want them to get stuck in remedial, non-credit bearing classes.

### **Special Needs:**

Our ELL students, who have been classified as having *special needs*, are programmed into classes where there is a CTT model of instruction. The ESL teacher works closely with a special education teacher to provide appropriate instruction for the student. These students' academic needs are served through their Individualized Education Plans (IEPs). The CSE determines their services and the two teachers provide them with the same instruction as general education students. These students also must take the NYSESLAT. ELLs with special needs have a particularly difficult time. Their language learning is further impeded by a learning issue. We provide students who are designated as both Special Education and ELL, with a supportive and non-threatening learning environment. Again, the collaborative teaching model has proven very effective. Special education and ESL instructors make sure to work with students in small group settings with a lot of support and individualization. The collaborative team teaching model is especially effective in infusing technology through the content areas. Students are given one-to-one assistance

with remedial and interactive software programs and these special needs ELL students are programmed into classrooms with Smartboards to further enhance concepts for them.

In all of the various subgroups of ESL, we try to incorporate the theater arts into the curriculum. We have found that providing opportunities for students to use pantomime, improvisation, and role-playing and play production has been very successful. It is a fun and non-threatening method of getting shy ELLs to come out of their shells and speak the targeted language.

### **NYS CR Part 154 Mandated Number of Units of Support for ELLS Grades 9-12:**

Our programming staff in conjunction with our ESL staff (AP, coordinator and teachers) ensures that each ELL student is receiving the number of minutes of ESL instruction that they should be receiving.

Our school follows the NYS-mandated ESL/ELA allotted instruction time based on student proficiency levels:

- *Beginning* students are given 540 minutes a week of ESL instruction.
  - *Intermediate* students are given 360 minutes of ESL instruction a week.
  - *Advanced* students are given 180 minutes a week of ESL and 180 minutes of ELA.
- In our TBE program, students are programmed into content area classes which are taught in their native language. Typically, our teachers use the NYSESLAT scores to inform instruction: Beginner ELLs are given instruction with 60% native language and 40 % target language; Intermediate ELLs are given instruction with 50% in the native language and 50% in the targeted language. Advanced ELLs are given instruction with 75 % of the allotted time in English and only 25 % in the native language. These classes gradually increase English instruction, using ESL methodology. Our TBE students are given NLA classes which parallel the ELA curriculum. Research indicates that classes in NLA accelerate literacy gains in both the native language and English.
  - For ELLs in the Freestanding ESL program at our school, content area classes are taught in the targeted language only, but again with ESL strategies. These strategies ensure that the students are learning content, receiving content credit and simultaneously developing English language skills. Freestanding ESL classes use native language support such as bilingual dictionaries and glossaries, native language classroom libraries, technology enrichment in the native language, and peer tutoring.
  - In both of the ESL programs that are offered at the High School for Health Careers and Sciences, scaffolding strategies are provided for our ELL students.  
In-house PD, weekly ESL Strategy Lunch and Learn sessions, and departmental study groups have been instrumental in teaching our ESL instructors and content area instructors how to scaffold instruction. They

have learned the six main ways that they can scaffold their instruction for ELL students:

- **Modeling**
- **Bridging**
- **Contextualization**
- **Schema building**
- **Metacognition**

At the present time, our high school has two teachers who are certified bilingual teachers. This is in the areas of social studies and math. We have six content area teachers who teach bilingual classes, but who are not officially certified. Our administration has urged our non-certified teachers to obtain extensions for their licensure. We have encouraged them to get certification through the ITI and various other institutions that offer the classes needed for this certification. At this time, two of the six non-certified teachers have applied for programs that offer bilingual extensions.

Our content area teachers (bilingual and mono-lingual) had the opportunity of receiving high quality professional development from Suzanne Wagner, PhD. from CAL (Center for Applied Linguistics) during school years 2005, 2006 and 2007. Each year she provided our teachers with a three day intensive workshop on the SIOP (Sheltered Instruction Observation Protocol) model of instruction.

In addition, Lorraine Estrada, ELL specialist from the DOE, provided our teachers with a year of professional development on the SIOP model, as well. All of our content area teachers received books on the SIOP model by the authors Short and Echeverria. This method taught our teachers how to prepare and deliver lessons that help promote students' English language development through subject matter instruction.

At the present time, the CFN # 8 will be providing our teachers with QTEL (Quality Teaching for English Learners) professional development called Building the Base. There will be five full-day training sessions for sixteen teachers.

Our school's goals for ELL students are the same as for all students:

- Accrue enough credits
- Pass Regents exams
- Graduate in four years
- Become productive adults

In order for our ELL students to reach these goals and be successful, we have to support them in many ways.

Freestanding ESL students have been programmed into classes with an ELA and ESL teacher. This provides the best of both areas for the ELL students. The workshop model of instruction is used with our students because we feel that the structure of this method encourages students to try out new skills and get important feedback. The content area teachers (math, science, social studies) who instruct our ELLs have been trained in the SIOP model.

The sheltered instruction observation protocol (SIOP) is an ESL program model that teachers can employ while instructing English language learners in the classroom. This model requires teachers to alter their lesson plans in strategic ways in order to make subject matter comprehensible for these ESL students. All lessons should focus on: 1) direct connections between the students' personal experiences and the new material, 2) verbal interactions between fellow peers and the teacher that incorporate the vocabulary that is relevant to the lesson, and 3) the use of hands on materials and/or manipulatives during every lesson to support language acquisition. This model does not prohibit teachers from continuing to teach in their specific style. Rather, the SIOP provides teachers with a set of guidelines and strategies to better help them educate their ELL students.

It is really the strategies used with ELLs that makes the difference in their instruction. Content area teachers know their subject material, but might not always know how to convey this information in a way that will be understood by ELLs. SIOP training and implementation has proven to be highly successful with our ELL population.

### **Former ELLs:**

Reaching proficiency on the NYSESLAT is no small feat for our ELL students. It is commendable and instills pride in all stakeholders. But, more often than not, these students are still ELLs for all intensive purposes. Often, their skills are still not where they should be and are inferior to their native-English speaking counterparts. It is because of these reasons that we offer transitional support to our former ELLs. We schedule them into transitional English classes for up to two years. Their teachers continue to scaffold instruction for these students and offer them tutoring and other help with Regents and other exams. Transitional classes help bolster these students' self esteem. These students still need a lot of support with their literacy skills across content areas and we provide our former ELLs with this support. We offer these students test prep throughout the year. During the Regents administration, these students receive time extension, time and a half, a separate location and/or a small group testing situation, bilingual glossaries and dictionaries (word to word translations only), simultaneous use of the English language editions, and written responses in their native language.

### **New Programs or Improvements for the New Year:**

Our school has been selected to be part of a pilot program for Achieve 3000. This program is Web-based, and provides individualized learning solutions scientifically proven to accelerate reading. The reviews and critiques on this program have been most favorable and we are happily anticipating the inception of Achieve 3000 with our ELLs.

We are not discontinuing any of the programs we have been utilizing, because we feel that these programs have brought us success. The only language elective offered to ELLs is the only language elective offered at the High School for Health Careers and Sciences - which is Spanish.

We judge our success in many ways, one being that our school was chosen to participate in the Laura Rodriguez' Accelerated Achievement Program for ELLs. Members of our staff just attended the kick-off meeting. Only schools with high achieving ELLs were asked to be part of this esteemed program.

Our ELLs are afforded the same equal access to programs in our school. We have after school programming three days a week and a Saturday program as well. ELLs are encouraged to be part of these programs. Furthermore, there are campus-wide classes and clubs which ELLs are encouraged to join. These clubs include: dance, cooking and sports. Notification for these clubs and classes are given bilingually. Whether it is a flyer that is distributed to the students or are taped to the walls of our school, ELLs are privy to the same information that non-ELLs are privy to.

Native Language is provided differently in each program model. For example, in the TBE program, students go to an NLA class daily. This class is literature based and parallels the ELA classes in our school. In Freestanding ESL classes, 25% of NLA support is available to the students. Dictionaries, glossaries, and classroom libraries are all ways in which ESL classes give NLA support to the students.

For the past few summers, the High School for Health Careers and Sciences has offered a Summer Bridge Program to incoming freshman ELLs. The selection process for this program begins each year when we hold a special freshman orientation for our ELL students in early June. At this orientation, teachers and guidance counselors meet with small groups of students to do an informal assessment of oral language skills. After this oral discussion, students are given simple written reading and mathematics tests. While students are meeting with teachers, the administrators and parent coordinator are answering questions regarding the school, explaining the Summer Bridge Program to the parents, and parents are filling out applications forms for their child to attend the program. The program runs for the first three weeks of July during the morning hours. Each week is theme-based and there is a culminating trip on each Friday; previously these incoming freshman ELL students have taken trips to the theatre, the Statue of Liberty, and the Tenement Museum. The instruction is provided by a highly qualified ESL instructor. The purpose of the program is two-fold:

- Incoming ELLs become acquainted with and acclimated to their new school.
- These students receive extra practice with ESL strategies before they become actual freshman. This is all done with the purpose and rationale of bringing the students' NYSESLAT scores up and helping them with literacy and math skills.

For students who did not attend the Summer Bridge Program, we offer another special freshman orientation session for those ELL students in August. The same thing happens at this orientation, where teachers and guidance counselors meet informally with small groups of students to assess their oral language skills and the students are also given simple reading and mathematics tests. At the same time, administrators and the parent coordinator speak to parents, answering questions about the school. In addition, parents are given the school Parent Handbook and students are given the school Student Handbook. Both of these handbooks are available in English and Spanish. If a student

speaks another language, the services of the Translation and Interpretation Unit are utilized to ensure documents are translated into the appropriate language.

After this final ELL orientation in August, the ESL coordinator works closely with the programmers to ensure the best possible placement for these incoming students based on the informal oral and written assessments and the examination of records from the middle school. ELL students who have not been able to attend either orientation session are called to come in for an interview with their parents during the week before the beginning of school, so that they may be assessed and programmed correctly.

### **Professional Development Plan for All ESL Personnel:**

In addition to what was mentioned earlier, ESL teachers are encouraged to find external sources of professional development such as TESOL conferences, classes offered by the BETACs and the Office of ELLs. Also, our ESL staff members are encouraged to join professional organizations associated with bilingual education and many of them have taken advantage of these organizations.

The ESL department in our school has held a variety of internal professional development sessions and workshops devoted solely to empowering non-ESL staff around issues of ESL. We have had PD days devoted to informing the rest of the faculty about our ELL students and strategies for helping them to succeed. When any member of our staff attends an external workshop or PD session on ESL, those members turn-key the information for the rest of the staff. In addition, portions of faculty meetings are utilized to keep the rest of the staff up to date in the world of ESL. In this way, we have satisfied our mandated minimum 7.5 hours of training regarding Jose P.

The parent coordinator has created several needs assessments for the parents of our students—trying to determine what kind of classes or workshops they would like to attend. We try to “catch” them at events such as parent/teachers conferences so that we can distribute flyers to them which inform them of upcoming events. Using Title III funding, we have offered Saturday classes to parents in citizenship, computer and ESL. They have always been well attended. We have highly qualified teachers providing the instruction to the parents.

Our school works very hard to get parents to become involved in their child’s school. We have monthly SLT (School Leadership Team) and Parent Association meetings and we highly publicize them for our students’ parents by sending translated notices by using the School Messenger system. We make numerous attempts of notifying parents for meetings and workshops. Many parents work and are therefore unable to attend many of our events, so we try to schedule the events at different times of the day, hoping that this strategy attracts more parents. Our parent coordinator is integral in making parent contact—with both parents of ELLs and the general education population. In order to accomplish all of the above, our parent coordinator has attending numerous trainings on the best practices for showing the video during the orientation for the ELL identification process. In addition, our parent coordinator has attended meetings regarding the LAP Report and most recently attended the professional development on the Accelerated Achievement Program for ELLs.

Our pupil accounting secretary attends ongoing workshops throughout the year on all BESIS functions and workshops on the NYSELAT and other general ATS functions which are pertinent to our bilingual students. She serves an integral function in downloading numerous bilingual reports for the AP of Humanities and the ESL coordinator to analyze.

At this time, we are not partnered with any agencies or Community Based Organizations (CBOs). Later in the year, we are planning to reconnect with the Children’s Arts and Sciences Program. We have used them in the past with great success. This agency is located in Washington Heights and provides our students with additional classes in ESL. Their program includes many opportunities for incentives such as trips, celebrations and educational prizes.

**ASSESSMENT ANALYSIS:**

The NYSELAT results are disaggregated in the following way:

There are 28 Beginners in the 9<sup>th</sup> grade.  
 There are 29 Intermediate in the 9<sup>th</sup> grade.  
 There are 18 Advanced in the 9<sup>th</sup> grade.

There are 16 Beginners in the 10<sup>th</sup> grade.  
 There are 38 Intermediates in the 10<sup>th</sup> grade.  
 There are 20 Advanced in the 10<sup>th</sup> grade.

There are 3 Beginners in the 11<sup>th</sup> grade.  
 There are 21 Intermediates in the 11<sup>th</sup> grade.  
 There are 6 Advanced in the 11<sup>th</sup> grade.

There are 0 Beginners in the 12<sup>th</sup> grade.  
 There are 12 Intermediates in the 12<sup>th</sup> grade.  
 There are 7 Advanced in the 12<sup>th</sup> grade.

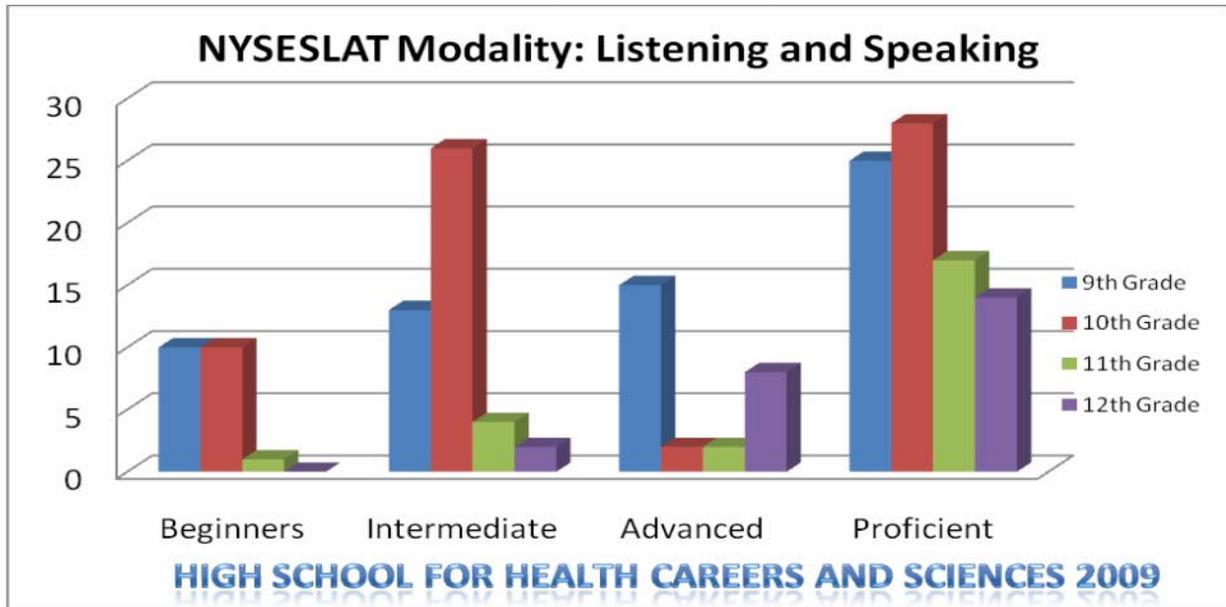
**The *Modality Analysis* further breaks down the data and enables us to see specific areas that need instructional attention:**

		<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Listening &amp; Speaking</b>	<b>B</b>	<b>10</b>	<b>10</b>	<b>1</b>	<b>0</b>
	<b>I</b>	<b>13</b>	<b>19</b>	<b>4</b>	<b>2</b>
	<b>A</b>	<b>14</b>	<b>2</b>	<b>2</b>	<b>8</b>
	<b>P</b>	<b>25</b>	<b>28</b>	<b>17</b>	<b>14</b>
<b>Reading &amp;</b>	<b>B</b>	<b>22</b>	<b>16</b>	<b>3</b>	<b>1</b>
	<b>I</b>	<b>23</b>	<b>23</b>	<b>12</b>	<b>16</b>
	<b>A</b>	<b>16</b>	<b>20</b>	<b>9</b>	<b>6</b>

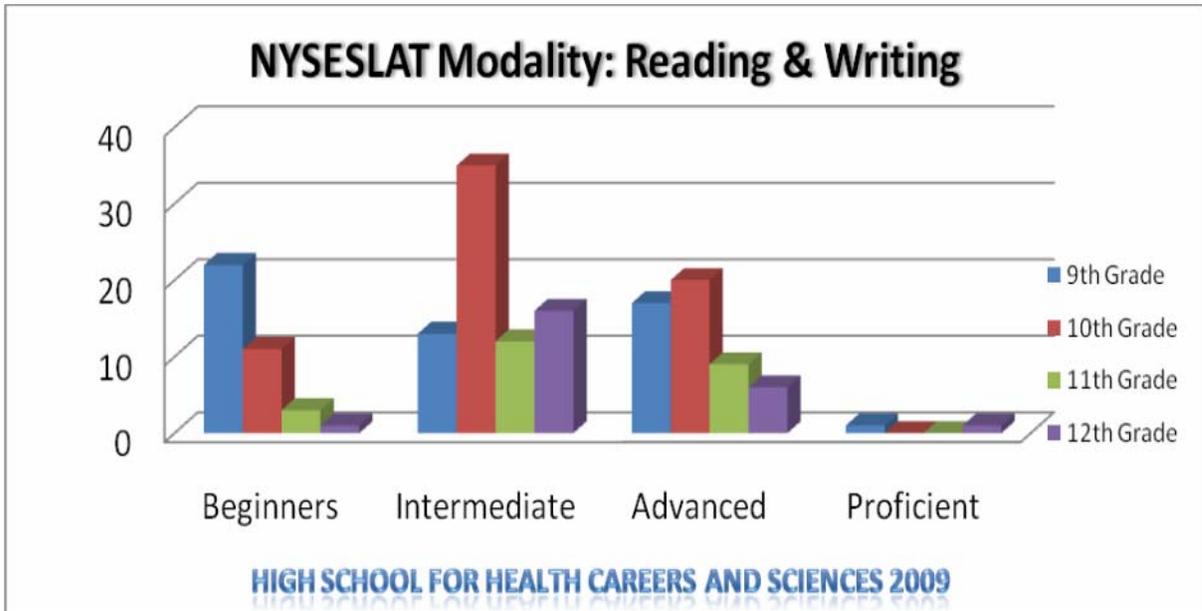
<b>Writing</b>	<b>P</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
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What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data indicated that as student progress from one grade to the next, they also progress in their proficiency levels. The data shows that students become proficient at all grade levels. A significant number of students become proficient before they graduate (see graphs below).



Although the data does explain the proficiency levels, we believe that students at the beginners and intermediate levels are likely to be new arrivals.



The shown patterns allow us to assess our programs and evaluate how they contribute to student achievement. It helps us in planning and implementing group instructional changes that will enable all students to meet and exceed content and performance standards in the four modalities: listening, speaking, reading, and writing.

The data indicates that we are attaining better results in the area of “listening and speaking” indicating a higher level of success in current instructional practices. It also indicates that we should review instructional practices in the area of “reading and writing” to achieve a higher level of success.

#### Data on NYS Regents Exam:

Test	# of ELLs Taking Test		# of ELLs Passing	
	English	Native Language	English	Native Language
Comp. Eng.	30		21	
Math A	2	29	2	21
Math B				
Integrated Alg.	9	91	4	49
Integrated Geom.	6		3	
Biology				
Chemistry				
Earth	8	85	2	39

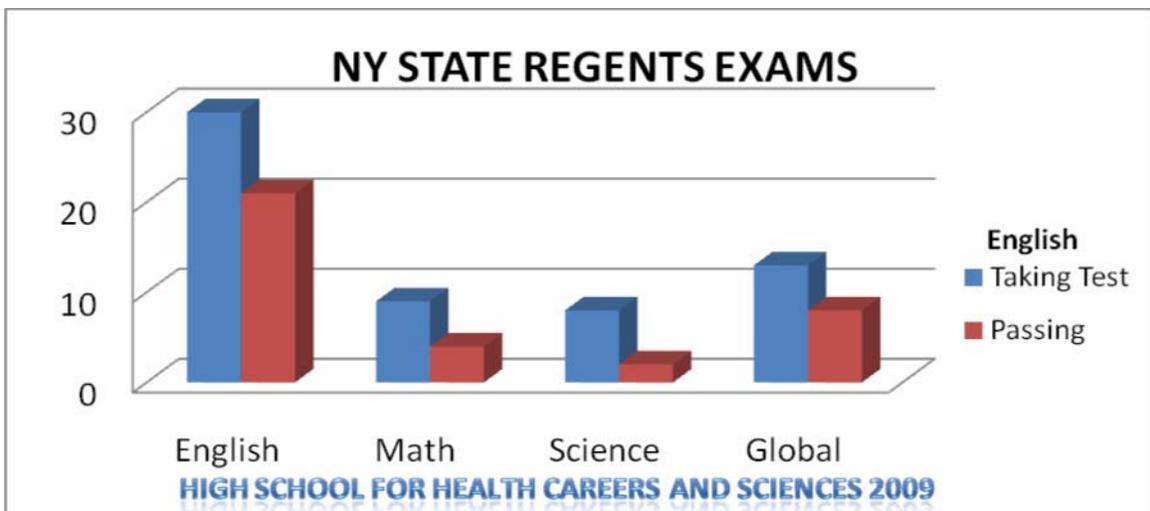
Science				
Physics				
Glob. History & Geog.	13	45	8	16
U.S. History & Government	30		15	
Foreign Language		30		30
NYSAA ELA				
NYSAA Math				
NYSAA S.S.				
NYSAA Science.				
Living Environment	4	54	1	24

The scores from the ELE Native language exam (Spanish Reading Test) which was administered to our students in June 2009 have not been returned to us. Our AP Spanish Language is waiting for this data at the present time.

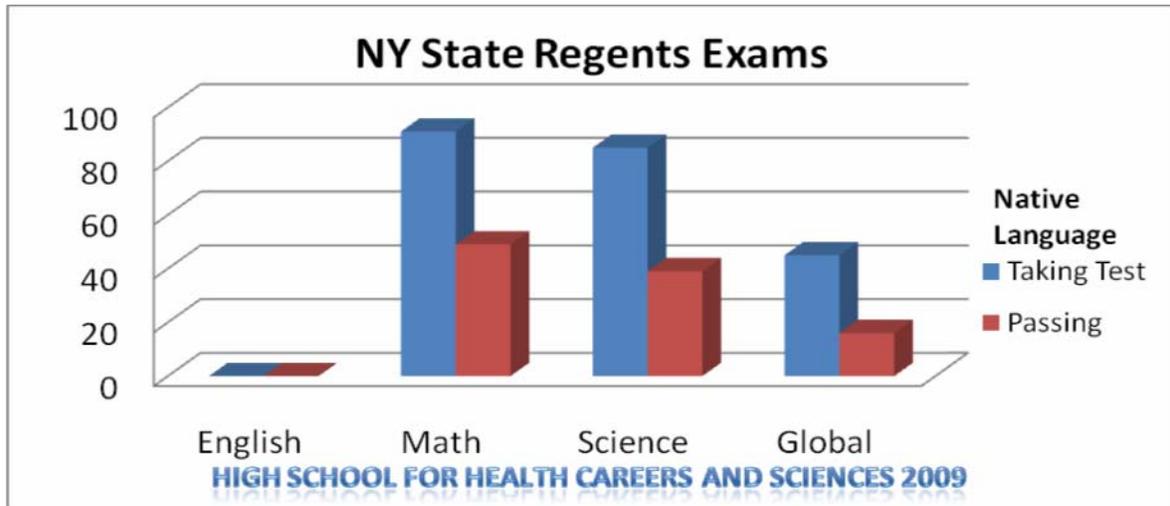
Data patterns revealed across proficiency levels on the LAB-R and grades:

Proficiency Analysis:

	9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
Listening & Speaking	14	13	5	5
Reading & Writing	39	46	22	19

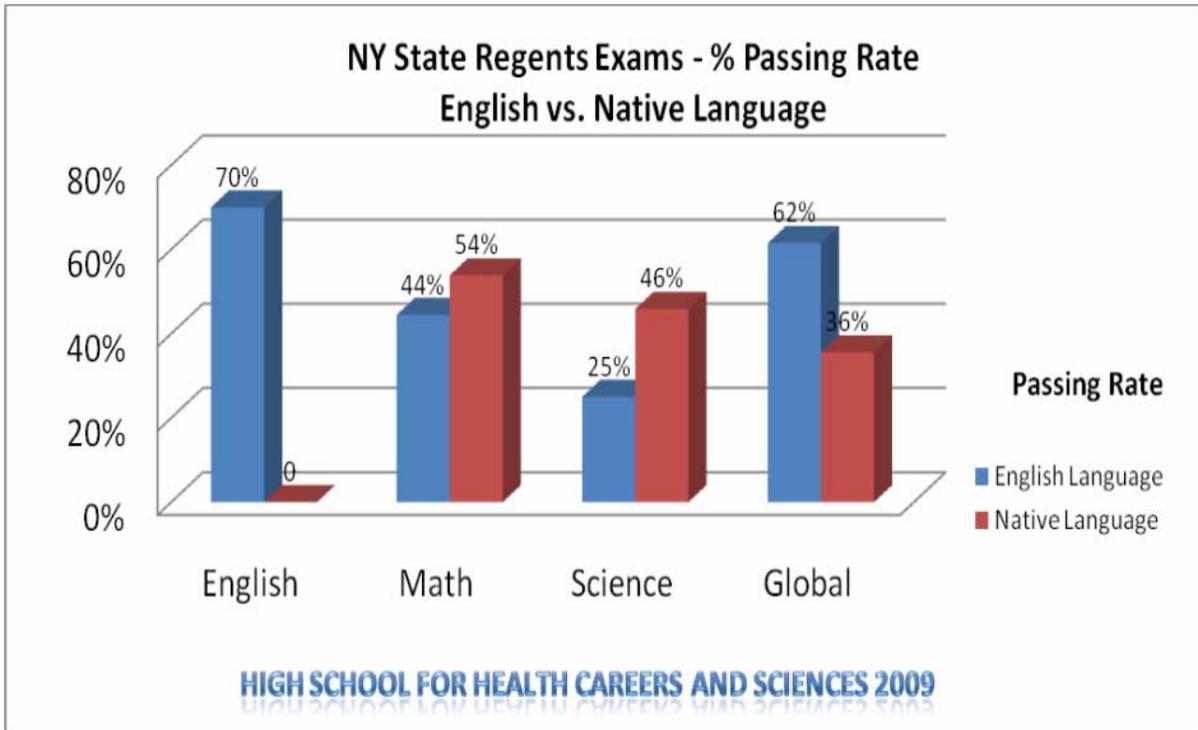


A larger number of students are choosing to take the regents exams in their native language. The passing rate tends to be higher for students taking exams in their native language for math and science. However, students taking the global exam in English tend to have a higher passing rate.



The overall passing rates for “English” vs. native language regents exams for math, science, and global are as follows:

ELLs taking the math regents in their native language have a 54% passing rate while students taking the math regents in English have a 44% passing rate. For science, ELLs taking the regents in their native language have a 46% passing rate while students taking the regents in English have a 25% passing rate. An interesting pattern evolves from the data for the Global Regents exam. ELLs taking the Global Regents exam in English (62% passing rate) do much better than students taking the global Regents exam in their native language (36% passing rate).



We have not yet received the data from the ELL Periodic Assessments (Acuity Exam) that was administered to our ELLs on Wednesday, October 14, 2009.

Based on graduation rate, proficiency on the NYSESLAT and passing grades on the New York State Comprehensive Exam in English, it could be said that we have a very successful ESL program at the High School for Health Careers and Sciences. As mentioned above, Laura Rodriguez chose our school along with other successful schools to participate in a three part Accelerated Achievement program which allows us to share our best practices with other schools. Though we have had continued success throughout the years due to highly qualified teachers, rigorous programs, and creative planning and programming, our ESL team knows that we can never rest on our laurels. We are always searching for ways to make our ESL program better. We never allow ourselves to get comfortable with our success. It is imperative for us to continue on our mission which is creating programs and environments which will create successful students who are truly bilingual - equally proficient in both Spanish and English.

**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 <b>CFN#8 Hurwitz Group/06M468</b>	School <b>HS for Health Careers</b>
Principal <b>Harris Marmor</b>	Assistant Principal <b>Ellen Campeas</b>
Coach	Coach
Teacher/Subject Area <b>Barbara Gortych, ESL</b>	Guidance Counselor <b>Elizabeth Arrendell</b>
Teacher/Subject Area <b>Zhicheng Zang, ESL</b>	Parent <b>Francisca Fermin</b>
Teacher/Subject Area <b>Ricardo Irizarry, Math</b>	Parent Coordinator <b>Andri Perez</b>
Related Service Provider <b>Carol Polo, speech</b>	SAF
Network Leader <b>Anya Hurwitz, CFN #8</b>	Other

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/FL Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>6</b>

### C. School Demographics

Total Number of Students in School	<b>662</b>	Total Number of ELLs	<b>198</b>	ELLs as Share of Total Student Population (%)	<b>29.91%</b>
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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): 0Number of third language speakers: 0

Ethnic breakdown of EPs (Number)

African-American: 0Asian: 0Hispanic/Latino: 0Native American: 0White (Non-Hispanic/Latino): 0Other: 0**Freestanding English as a Second Language****Number of ELLs by Grade in Each Language Group**

	9	10	11	12	TOTAL
Spanish	16	19	20	25	80
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0
Arabic	0	0	1	0	1
Haitian Creole	0	0	0	0	0
French	2	0	0	0	2
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Other	0	0	1	0	1
<b>TOTAL</b>	<b>18</b>	<b>19</b>	<b>22</b>	<b>25</b>	<b>84</b>

## 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
<b>FOR ALL PROGRAM MODELS</b>			
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
<b>FOR TBE /DL PROGRAMS</b>			
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)	28	16	3	0	47
Intermediate(I)	29	38	21	12	100
Advanced (A)	18	20	6	7	51
Total	75	74	30	19	198

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	10	10	1	0
	I	13	19	4	2
	A	14	2	2	8
	P	25	28	17	14
READING/WRITING	B	22	16	3	1
	I	23	23	12	16
	A	16	20	9	6
	P	1	0	0	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	30	0	21	0
Math A	2	29	2	21
Math B	0	0	0	0
Sequential Mathematics I	0	0	0	0
Sequential Mathematics II	0	0	0	0
Sequential Mathematics III	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	8	85	2	39

Living Environment	4	54	1	24
Physics	0	0	0	0
Global History and Geography	13	45	8	16
US History and Government	30	0	15	0
Foreign Language	0	30	0	30
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

## 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)
Ellen Campeas	Assistant Principal		1/6/10
Andri Perez	Parent Coordinator		1/6/10
Zhicheng Zang	ESL Teacher		1/6/10
Francisca Fermin	Parent		1/6/10
Barbara Gortych, ESL	Teacher/Subject Area		1/6/10
Ricardo Irizarry, Math	Teacher/Subject Area		1/6/10
	Coach		
	Coach		
Elizabeth Arrendell	Guidance Counselor		1/6/10
	School Achievement Facilitator		

Anya Hurwitz	Network Leader		1/6/10
	Other		
	Other		
Carol Polo	Related Services Provider		1/6/10
Harris Marmor	Principal		1/6/10
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

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**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:** 83 LEP                 Non-LEP

**Number of Teachers** 2      **Other Staff (Specify)** AP Humanities including ESL

**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.

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**Program #1:**

This program will target our ELL subgroup of students with 4-6 years of instruction service. Currently, there are 46 students who fall under this category. Our goal is to prevent these students from becoming Long Term ELLs. We feel that the ESL instruction, which they receive during the course of the school day needs to be supplemented with an after-school and Saturday program. Instructors will be given the disaggregated NYSESLAT scores for each student. The goal will be to focus on the area of deficit by giving NYSESLAT prep, practice and support. If the area of deficit is the Listening & Speaking modalities, instructors will work with students using Books on Tape, improvisational theater games, role-playing, note taking, choral reading and singing in the targeted language. The student data will be taken from the RLAT report. The class will be divided up into smaller homogenous groups for intensive practice. If the area of deficit is Reading & Writing, instructors will work with students using journals, response to literature prompts, short story analysis, and even NYS Regents essay practice.

This program will be offered on Tuesdays and Thursdays (18 hours) and Saturday mornings (7.5 hours) Total of **25.5 hours**. Below are the dates and times of instruction for this program:

**Saturdays:** November 14; December 5, 12, 19; January 9    **Tuesdays:** November 17; December 1, 8, 15; January 12    **Thursdays:** November 19; December 3, 10, 17  
The total number of hours is 25.5 @ the Title III TR per session rate of **\$49.89**; the total cost for this program's per session will be: **\$1, 272**.

**Program #2)**

This program will target our Long Term ELLs. There are 37 students with six plus years of ESL service. We do not receive additional funding for these students, but we are mandated to serve them. Often, these students appear proficient with fluent conversation. Unfortunately, these students have never been able to reach proficiency on the NYSESLAT exam. This program will take place on **5 Wednesdays** (Nov. 18, Dec. 2, 9, 16, Jan.13) **for two hours (2:45 p.m. -4:45 p.m.)** for a **total of 10 hours**. This program will also hone in on the areas of deficit taken from the RLAT. Regents and NYSESLAT preparation will be offered in an intensive individualized setting. The total amount of per session will be **\$499**.

### **Program #3:**

We will hire an “F” status ESL teacher to work in a collaborative team teaching model with content area teachers. In our experience, special needs students benefit greatly from the CTT model, and research has shown that ELLs in other high schools are producing higher grades on tests and in general when their content area teachers are paired with ESL teachers.

The per session rate for “F” status teachers is **\$331.67**. We would have them work with teachers three days a week in Science, Social Studies and Math classes. In each of the above-mentioned programs, highly qualified ESL teachers will provide the instruction.

### **Program #4:**

We will be running two programs on Saturday mornings. One will be for the students in the ESL subgroup of 4-6 years. That program will run from 9-10:30 a.m. The second program will be an English language class for parents that will run for 90 minutes. We have had English language classes for parents in the past and they were highly attended. A highly qualified certified ESL teacher will be providing the instruction for the parent English class. The goal will be for LEP parents to feel more proficient in English after the five 90 minute sessions. The program will run on the same five Saturdays listed above for the 4-6 program. The total TR per session amount for **7.5 hours** will be **\$374**.

All programs described above will be replicated in the spring semester.

### **Professional Development Overview**

The High School for Health Careers and Sciences will be receiving ESL professional development with a QTEL program entitled: **Building Your Base**. Sixteen (16) teachers will be attending the professional development sessions. The group of teachers will be comprised of ESL teachers and content area teachers (math, social studies and science). There will be two, five full day programs. Eight teachers will attend the program for five full days and then a second group of eight teachers will attend the same program for five full days. The amount of days needed to cover these teachers is **80. (16 teachers X 5 full days)**. With the substitute teacher pay rate for one day of **\$167.60 for 80 days**, the total amount will come to: **\$13,408**.

**Form TIII – A (1)(b)**

School: High School for Health Careers & Sciences BEDS Code: 310600011468

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>Program 1</b> = 25.5 hours @ \$49.89= <b>\$1272.</b> <b>Program 2</b> = 10 hours @ \$49.89= <b>\$499.</b> <b>Program 3</b> = 52 days @ \$331.67 = \$17,247. <b>Program 4</b> =7.5 hours @ \$49.89 = <b>\$374.</b> <b>PD=80 days @ \$167.60 = \$13,408.</b>	Program #1 After school ESL program for students in the 4-6 years of ESL service category Program #2 After school ESL program for student in the Long Term ELL category Program #3 “F” status ESL teacher to work in CTT type model 3 days a week. \$331.67 per day x 52 days. Program #4: Saturday morning English language class for LEP parents PD: QTEL professional development Building Your Base; 16 teachers 5 full days each PD
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	<b>\$480.00</b>	Supplies and Materials: The ESL teachers will submit a list of supplies and materials as they are needed. This list will be given to the AP ESL for approval. The supplies will be used for the : <ul style="list-style-type: none"> <li>➤ 4-6 years of service program</li> <li>➤ Long Term ELL program</li> <li>➤ Parent English Language program</li> </ul> Supplies and materials may include books, books on tape, DVDs and CDs, which will enhance the instruction. Consumables such as art supplies may also

		be purchased for special projects.
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		Notes: Programs 1, 2, 4 plus the amount for supplies will be doubled for the entire school year. Both the QTEL PD and Program 3 : "F" status teacher 3 times a week for 15 weeks is to be counted <b>once</b> .
<b>TOTAL</b>	<b>\$32,780</b>	

### **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**

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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.

At the beginning of each school year we conduct a *student home language survey*. Not surprisingly, every year we find that the overwhelming majority of families speak Spanish at home. Our current population is 660 students. Over 90% speak Spanish at home. Of that 90%, the majority of them need translation services. This year, in addition, we have a few students who speak Arabic, Bengali, Czech, French, Haitian Creole, Hindi, Italian, Portuguese, Serbo-Croatian, and Urdu.

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 the above findings, all communications that go out to our student body and their families must be translated into two main languages, Spanish and English. However, the parent coordinator makes outreach to students who speak other home languages to ensure that there are no further translation services needed other than English. If other translation is needed, the appropriate arrangements are made with parent volunteers and/or the DOE translation unit. In addition, the parent coordinator downloads all generic Department of Education forms and letters in the appropriate language and mails them home to parents who need languages other than English and Spanish. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings. One must realize, however, that it is quite obvious to the entire school community that the overwhelming majority of our student population speaks Spanish! When it comes to parent interaction, involvement and services, we are, essentially, a bilingual culture.

#### **Part B: Strategies and Activities**

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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.

All communications that go out to our student body and their families are translated into Spanish. It is simply automatic that translated materials go out in the same mailings at the same time, whether the communications are invitations to events, notices of general parent association meetings, notices of open school days and evenings, or individual notifications regarding students. At least 50% of our staff members are literate in Spanish and assist with the Spanish

translations for these materials. In addition, translation services are provided by parent volunteers and/or the DOE translation unit as needed. Also, the written DOE forms and letters translated into all languages from the website are downloaded and used.

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.

Oral translation/interpretation services are required primarily for individual parent conferences, meetings and assemblies and for the School Messenger services. We are fortunate to be able to depend on in-house translators/interpreters, as many of our teachers, guidance counselors, and aides can speak both English and Spanish. For the few students who speak other languages, we are able to depend on parent volunteers or the translation unit at the DOE.

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>.

All of the above-mentioned practices fulfill the Chancellor's Regulation A-6

**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:	\$604,945	\$105,874	\$710,819
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,049		\$6,049
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,059	\$1,059
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$30,247		\$30,247
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$5,294	\$5,294
6. Enter the anticipated 10% set-aside for Professional Development:	\$60,495		\$60,495
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$10,587	\$10,587

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
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.

## 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.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### Parent Involvement Policy

#### I. General Expectations

The High School for Health Careers and Sciences (HSHCS) agrees to implement the following statutory requirements:

- The school will put into operation programs, 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.
- 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.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, 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.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- 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:
  - 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 play 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**

1. HSHCS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - a. We have already met with parents to create our school-parent compact. Out of this work we have begun to develop our parental involvement policy.
  - b. We will collaborate with our parents association to develop Saturday classes for parents in Family Literacy, ESL and Health Education.
2. HSHCS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - a. Parents are invited to our Comprehensive Educational Plan planning team meetings; several parents from our School Leadership Team have already participated in the Region 10 professional development series on developing the school’s CEP. Part of this training involved conducting a needs assessment.
3. HSHCS 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:
  - a. Continue to position the Parent Coordinator as the liaison between the school and the parent body.
  - b. Offer the Saturday classes for parents, as described above.
  - c. Continue to work with our guidance staff to ensure on-going and effective outreach to parents, especially those of at-risk students.
  - d. Continue to conduct home visits when necessary.
4. HSHCS will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Project Read and Parents As Teachers.
5. HSHCS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - a. We will offer more parent workshops (We will conduct a survey to see what topics interest parents.), ensure translation and interpretation for conferences and events, as needed, and we will continue to host raffles and fun events such as the Mother’s Day show, Holiday Show etc. to

get more parents involved. Feedback from parents reveals that the involvement opportunities our parents value most are the Saturday family literacy and parent English and computer classes. We will be offering some of these through our Title III program.

6. HSHCS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - i. Saturday classes in ESL, computers and Family Literacy for parents will be offered in the 2009-10 school year.
  - c. The school 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:
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Project Read and Parents as Teachers Program, with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
    - i. Developing partnerships with such agencies/school-based initiatives and activities.
  - e. The school will take the following actions to 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, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - i. Newsletters
    - ii. Report card inserts
    - iii. The monthly calendar
    - iv. Parent/student handbooks at the beginning of the year.
    - v. In addition, we will be sending out progress reports between report cards for next year.

#### **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 attendance rosters from monthly SLT and PTA meetings. This policy was adopted by the High School for Health Careers & Sciences on October 3, 2009, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2009.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **School-Parent Compact**

**The High School for Health Careers and Sciences (HSHCS)** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2009-10. We will revisit this compact and revise it, if necessary, during the 2010-11 school year.

## **PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

The H.S. for Health Careers & Sciences will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

1. *The school curriculum reflects the University of Pittsburgh's Principles of Learning and The Workshop Model of instruction is implemented throughout individual classrooms across all content areas.*
2. *P.B.I.S. (positive behavioral interventions and supports) is a system of positive reinforcement, which is infused in the school culture. It teaches respect, responsibility and readiness in both academic and non-academic settings within our school.*
3. *Rigorous and challenging Regents preparation tutoring is provided in all subject areas after-school and on Saturdays.*

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

October 29, 2009 Evening Conferences 5:30 – 8:00 PM  
 October 20, 2009 Afternoon Conferences 1:00 – 3:00 PM

March 18, 2010 Evening Conferences, 5:30 – 8:00 PM  
 March 19, 2010 Afternoon Conferences, 1:00 – 3:00 PM

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

At Parent-Teacher Conferences as listed above. Report cards that are not picked up by parents are mailed. In addition, report cards are distributed two other times by mail one week after the parent teacher conferences.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

All staff members are readily available to meet with parents by appointment and telephone conferences. In addition, the three guidance counselors will meet before and after school with parents to accommodate their schedules.

- **Provide parents opportunities to volunteer and participate in their child's classes and to observe classroom activities as follows:**

Parents are invited to all school events and celebrations on a consistent basis. In addition, parents are welcome to visit their child's classes at any time.

#### **Parent Responsibilities**

**We, as parents, will support our children's learning in the following ways:**

- *supporting my child's learning by making education a priority in our home by:*
- *making sure my child is on time and prepared everyday for school;*

- *monitoring attendance;*
- *talking with my child about his/her school activities everyday;*
- *scheduling daily homework time;*
- *providing an environment conducive for study;*
- *making sure that homework is completed;*
- *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities and parent meetings on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *expressing high expectations and offer praise and encouragement for achievement;*
- *communicating concerns to appropriate school personnel, such as the parents coordinate and president of the school leadership team*
- *ensuring that my child carries his/her school identification at all times*

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*

- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

**ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)**

The HS for Health Careers & Sciences will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**OPTIONAL SCHOOL RESPONSIBILITIES**

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the HS for Health Careers & Sciences will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
  - notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
  - work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
  - work with the LEA to ensure that a copy of the ESEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

**SIGNATURES:**

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

## **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.**

A comprehensive needs assessment was conducted in the following ways: through the School Quality Review process, through the end of year PPR review, by the SLT, and by using the data in ARIS, ATS and the SEC reports to inform our instructional strategies and professional development needs.

**2. Schoolwide reform strategies that:**

**a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

**b) Use effective methods and instructional strategies that are based on scientifically-based research that:**

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
- **Help provide an enriched and accelerated curriculum.**
- **Meet the educational needs of historically underserved populations.**
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
- **Are consistent with and are designed to implement State and local improvement, if any.**

- Due to our large ELL population, we strive to hire and retain as many bi-lingual teachers as possible.
- We offer multiple AIS intervention services for Regents preparation, including after school and Saturday tutoring, small group tutoring during student lunch and teacher administrative periods, and one-on-one tutoring.
- We provide enrichment for the ELL subgroups, SIFE students and the Long Term ELLS, through the used of interactive technology such as Smartboards and innovative software programs.
- We offer a Summer Bridge Enrichment Program for incoming freshman ELL students, in which the students receive theme-based literacy and mathematics instruction, as well as going on trips and a parental involvement piece..
- There are two bilingual guidance counselors who offer small group counseling and a wealth of resources for low achieving students and their parents.
- Through the grade nine advisory program, students receive ongoing college preparation and lessons focusing on study skills, as well as peer mentoring.
- We offer AP classes throughout the content areas.

### **3. Instruction by highly qualified staff.**

We strive to place the most highly qualified teachers in vacancies in our school, and/or assist our current teaching staff in becoming highly qualified. We use a variety of strategies, including outreach to CFN #8, job fairs, professional contacts, universities and the Fellows Program. Our interview committee comprised of teachers and administrators evaluates each teaching candidate quite carefully. Every prospective hire is expected to present a lesson to a class and to the interview committee faculty before any offer of employment is presented. In addition, ongoing professional development occurs in all departments throughout the school year and in the summer, as well as mentoring for new teachers..

### **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.**

- Ongoing CFN #8 network workshops for teachers on content area topics as well as bilingual education, special education, suspension issues, and related services.
- Ongoing CFN #8 network workshops for support staff such as attendance personnel, guidance staff, secretaries and para-professionals.
- Subject-specific monthly professional development meetings.
- Intervisitation to schools with best practices regarding SIFE and Long Term ELL students.
- An on-site consultant from Lehman college who works with content area teacher regarding teaching strategies and integrating technology.

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

We use a variety of strategies, including outreach to the CFN #8, job fairs, professional contacts, universities and the Fellows Program. We also publish high-quality brochures which tout the successes of our school and ask current staff members to distribute them to personal contacts with a teaching license who might be an excellent fit for our school.

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

- We have Parent/Student orientations in May and June for incoming freshman students. In addition, we have special ELL Parent/Student orientations in June and August for these students.
- Campus parent coordinators work together and do ongoing workshops for parents throughout the year on facing issues with teenagers.
- Parents actively participate in the Summer Bridge Program which is held in July for incoming ELL freshman.
- We offer ongoing computer and ESL classes on Saturdays for parents.
- In collaboration with City College, we offer a citizenship class for parents on Saturdays.
- Parents are kept abreast of and are encouraged to attend monthly PA meetings.

### **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.**

- A School Accreditation team was formed as the decision-making body of the overall instructional program.
- The School Inquiry team uses data to improve achievement of individual students
- Each content area has study groups which meet on a weekly basis
- Faculty meetings and department meetings include teachers in the decision-making process

**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.**

- Supervisory APs meet with all teachers for scholarship meetings at the end of each marking period to address student difficulties.
- There are ongoing requests from teachers for student evaluation to be placed in a more appropriate setting such as CTT classes of more appropriate levels of ESL classes.

**10. 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.**

HSHCS partners with the following organizations:

- **Isabella Geriatric Center (IGC)** Located next door to the school, IGC provides HCS with internships for students and space for events for students and staff.
- **Health Corps** is a program in our school attuned to encouraging good nutrition and exercise. As an outgrowth of our partnerships with the **New York-Presbyterian Medical School Department of Cardiology and Thoracic Surgery** and Touro College, we benefit from lectures and health awareness encouragement from Dr. Mehmet Oz, Thoracic Surgeon and world-renowned personality. NYPH also provides resources to support our physical education programs, our graduation exercises, and our science classes. In addition, the hospital maintains a clinic on site that provides mental and physical health services to our students.
- **New York Presbyterian Hospital Clinic** is a full service medical office located on-site. The clinic provides a variety of primary care and mental health services to our students. In addition, they offer health education to our students and their parents.

**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.

**Directions:** Schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**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)<sup>1</sup> 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

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<sup>1</sup> 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 is 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.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment process for the CEP

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

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?

Curriculum maps, scope and sequence within departments, as well as ELA materials are carefully designed, closely monitored and discussed and updated as needed during the following: department meetings, ongoing, regular ELA study groups, and regular Inquiry Team meetings. The results and evidence to support our finding are shared with the greater school community through memos and minutes at faculty meetings. In addition, further evidence can be seen in our student achievement data on the ELA Regents exams. Very few of our students still need to pass the ELA Regents exam.

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.

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**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment process for the CEP

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

Applicable  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?

Student achievement data

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.

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## **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment process for the CEP

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?

Student achievement data

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.

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### **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 (SOM<sup>2</sup>)* 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 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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment for CEP

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

Applicable  Not Applicable

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<sup>2</sup> 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

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?

Student achievement data, observations, inter-visitation, feedback at department meetings

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.

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**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment for CEP

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?

The only teacher vacancies arise when a teacher retires.

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.

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**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

Needs assessment for CEP, and the grant writing process for our ELL Success Grant proposal

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?

Numbers of teachers going to ELL trainings is relatively low.

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.

Using the funding from the NYC DOE OELL, we plan to send all core academic teachers for QTEL training. In addition, ELL monthly meetings will be conducted to monitor and improve ELL instructional practices.

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#### **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

CEP needs assessment process

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?

Self-evident.

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.

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#### **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 has or will engage in to assess whether this finding is relevant to your school's educational program.

CEP needs assessment process

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?

Teacher observations, and discussions in faculty and department meetings

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.

General education teachers will have access to IEPs of the students they teach. Special education teachers will work with general education teachers on interpreting the IEP and testing modifications during common planning time.

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**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 has or will engage in to assess whether this finding is relevant to your school's educational program.

CEP needs assessment process

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?

General ed and special ed teachers have copies of student IEPs. Students are programmed in CTT classes, where the special education teachers are aware of their testing modifications and ensure they are implemented.

The IEP coordinator checks individual IEP plans for completeness to ensure they include behavioral plans.

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>

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### **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.)

We have six (6) students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

The guidance counselor for each student will provide one-on-one counseling for these students on a weekly basis, provide additional support services as needed, along with referrals to outside agencies as needed. In addition, resources will be allocated from the school Title I funding to ensure that these students have necessary nutrition, supplies and materials.