



HIGH SCHOOL FOR HEALTH PROFESSIONS AND HUMAN SERVICES

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: HIGH SCHOOL FOR HEALTH PROFESSIONS AND HUMAN SERVICES

ADDRESS: 345 EAST 15TH STREET

TELEPHONE: 212-780-9175

FAX: 212-979-7261

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200011420 **SCHOOL NAME:** High School for Health Professions and Human Services

SCHOOL ADDRESS: 345 EAST 15TH STREET, MANHATTAN, NY, 10003

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

SCHOOL CONTACT PERSON: ROBERT GENTILE **EMAIL ADDRESS:** RGentil@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kristin Erickson

PRINCIPAL: ROBERT GENTILE

UFT CHAPTER LEADER: Linda Silver

PARENTS' ASSOCIATION PRESIDENT: Pamela Taitt

STUDENT REPRESENTATIVE:
(Required for high schools) Ana Rosado

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** CFN302

NETWORK LEADER: ROZ GERMAN/Tatyana Ulubabova

SUPERINTENDENT: ELAINE GORMAN

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
ROBERT GENTILE	Principal	
Loizos Karaiskos	Admin/CSA	Electronic Signature Approved.

* Core (mandatory) SLT members.

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.

□

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

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

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

Vision Statement

SECTION III - Cont'd

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 webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	High School for Health Professions and Human Services								
District:	2	DBN #:	02M420	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.3	90.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.1	97.91	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		57.1	65.1	81.4		
Grade 8	0	0	0						
Grade 9	526	547	536	Students in Temporary Housing - Total Number:					
Grade 10	467	445	522	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	318	353	362		8	18	TBD		
Grade 12	210	275	274						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	1521	1620	1695	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					13	5	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	128	191	TBD		
# in Collaborative Team Teaching (CTT) Classes	65	71	86	Superintendent Suspensions	24	10	TBD		
Number all others	34	47	51						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10		N/A	132	222		
# in Transitional Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	58	49	59	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	7	19	Number of Teachers	85	84	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	22	24	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	53	39	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	79.3	75.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	72.4	72.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	85	TBD
American Indian or Alaska Native	0.5	0.4	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.3	93.4	TBD
Black or African American	24.8	24.3	23.7				
Hispanic or Latino	46.9	48.6	50.7				
Asian or Native Hawaiian/Other Pacific Isl.	21.9	20.7	18.9				
White	6	6	5.3				
Multi-racial							
Male	31	30.3	28.3				
Female	69	69.7	71.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				5	5	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	C	Overall Evaluation:	
Overall Score	45.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	10.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	26.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

- Differentiation of Instruction across the content areas
- Creation of "book clubs" in ELA classrooms
- The use of Acuity and data analysis in Math and ELA to drive instructional decisions
- The Carnegie Learning Cognitive Tutoring Program to help students with problem-solving skills
- Achieve 3000 will be implemented in our Ramp Up and CTT English classes to help students whose reading levels are in the lowest 1/3.
- Best Practices Professional Development groups organized by grade level meeting regularly in order to match NYS Learning Standards with the delivery of instruction and assessment
- The introduction of technological strategies such as internet lessons, the use of computers and LCD projectors to strengthen student skills for 21st century learning
- The use of "smart carts" with a variety of software, smart boards, LCD projectors and digital cameras have been made available to teachers to improve instruction
- Implementation of Inquiry Teams to further inter-visitation and lesson study

Data Source : New York State Overview and Accountability Report (2010-11)

Findings :

- The High School for Health Professions and Human Services is a school in good standing under the No Child Left Behind Accountability System.
- All student groups made AYP for Secondary-level English Language Arts and Mathematics.
- The school graduation rate for all students was 78%, which was 2% lower than the State Standard Target of 80%. The school did not make AYP for all students. This year's progress target is 79%.

- The school graduation rate for Hispanic students was 70%, which was 10% lower than the State Standard Target of 80%. The school did not make AYP for Hispanic students. This year's progress target is 72%.
- The school graduation rate for economically disadvantaged students was 78%, which was 2% lower than the State Standard Target of 80%. The school did not make AYP for all students. This year's progress target is 79%.
- Both African American and Asian students made AYP for graduation rate.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<p><input type="checkbox"/> Align the observation process across all disciplines to encourage professional growth so that curriculum and instructional practices reflect best practices described in AQR, CCSS, and Principles of Learning</p>	<p><input type="checkbox"/> This goal will be accomplished by doing the following:</p> <ul style="list-style-type: none"> Redesign observation process and template so that observable expectations of best practices are focus of observation Assistant Principals review the revised observation tools and receive PD as appropriate to ensure process is implemented Observation process and template presented to entire staff AP's receive PD to implement observation process and to use conferencing to set individualized PD goals (Principal) Cabinet meetings used to provide principal with progress feedback and PD to ensure AP's using protocol AP's Supervision formally observe every teacher to at least, but not limited to, the minimum standards as per UFT contract AP observation and template provides feedback that is used to develop individualized PD plan for each teacher AP Supervision to use observation process to inform teachers of what they are doing well, and what adjustments need to be made to reflect best practices <p>Success will be evidenced through the following:</p> <ul style="list-style-type: none"> Observation template and report as per UFT contract: 90% completion rate Conference notes from Principal and AP

<p>□ To provide students with a "feedback loop" of what learning they have mastered and what they need to do to improve in classes and on assessments</p>	<p>□ This goal will be accomplished by doing the following:</p> <ul style="list-style-type: none"> PD for Assistant Principals and teacher teams Teacher teams develop and implement assessment tools to identify where each student is and what they need to do to make progress Routines for collaborative inquiry, self-assessment and reflective analysis built into organized structure Routines and tools to provide students with assessment feedback in a timely manner such as end-of-marking period <p>Success will be evidenced through the following:</p> <ul style="list-style-type: none"> Rubrics and checklists Protocols for self-evaluation and reflective analysis Self-evaluation and reflective analysis by content area and individual teaching Assessment for learning feedback to students Conference notes
<p>□ Improve Credit Accumulation for all grade levels through Credit Recovery Program</p>	<p>□ This goal will be accomplished by doing the following:</p> <ul style="list-style-type: none"> Provide all teachers with PD to better design CR courses and monitor student progress Provide teachers with PD to better use tools, such as conferencing to monitor individual students and provide feed-back – what students have to do to improve Reviewing of assessment rubrics for each content domain to reflect clear expectations and to guide as well as measure students' progress Counseling/goal-setting with students using the inquiry model Expand role of teachers, guidance staff and programmer to provide guidance and counseling to increase percentage of students completing Credit Recovery <p>Success will be evidenced through the following:</p>

	PD agendas and sign-in sheets CR booklet/checklist Assessment rubrics
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area
(where relevant) :

ELA/History - Grades 9 & 10

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Align the observation process across all disciplines to encourage professional growth so that curriculum and instructional practices reflect best practices described in AQR, CCSS, and Principles of Learning</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Identify the top 1/3 of students in ELA and Global History Design workshops to help increase academic rigor for ELA and Global History classes Aussie consultant will work with AP English and AP Social Studies September 2009 – June 2010</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of Aussie Consultant to provide PD and demonstration lessons to ELA and Social Studies teachers Title I Tax Levy Principal and Assistant Principal</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Use of Acuity in the Fall 2009 and Spring 2010 Use of Line Item Analysis on midterm and final exams in ELA and Global History Performance on the Predictive Assessments - Acuity</p>

Subject Area
(where relevant) :

All Content Areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To provide students with a "feedback loop" of what learning they have mastered and what they need to do to improve in classes and on assessments</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Use Data, Progress Report and ARIS to identify our "at risk" students Create Credit Recovery Program as a safety net for students Assistant Principals, Guidance Counselors, Teachers January 2010 – June 2010</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I Tax levy Principal and Assistant Principals</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The number of 10th grade students earning 10+ credits will increase by 5% and it will be indicated on the Progress Report. January 2010 – June 2010</p>

Subject Area
(where relevant) :

School-wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Improve Credit Accumulation for all grade levels through Credit Recovery Program</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Create parent email distribution list to communicate regularly with parents Create parent newsletter to be distributed every other month Ask parents at PTA meeting to “bring a friend” to the next meeting Conduct a parent retreat in November 2009 to plan for Spring Fair and plan to increase parent participation PTA bulletin board to be created to celebrate parent activities</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Title I Tax Levy Parent Coordinator PTA Executive Board Principals and Assistant Principals</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> On-going September 2009-June 2010 Increased parent participation at PTA meetings as indicated by sign-in sheets Increase number of parents completing parent surveys by 5% as indicated in the 2009-2010 Progress Report</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	229	170	170	229	229	5	40	10
10	122	122	122	122	122	2	20	3
11	220	220	220	220	220	5	36	7
12	96	96	96	96	96	1	16	3

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Ramp-up – which has a small group component. Saturday Regents Prep classes, Academic Intervention, Wilson, one-to-one tutoring, Writers Workshop in 11th grade for Regents preparation</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> After school Academic Intervention tutoring. Saturday Regents Prep classes. Double period Math for levels 1 and 2 students</p>
<p>Science:</p>	<p><input type="checkbox"/> After school tutoring, Saturday Regents Prep classes, Academic Intervention</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> One-on-one tutoring, after school tutoring, Wilson, Saturday Regents Prep, Academic Intervention</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Individual counseling, referrals to outside agencies, parent conferences, referral to alternative programs. Additional referrals made by guidance counselors to school social worker</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Counseling may be provided as needed</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> During school day – one-to-one counseling and group counseling, outside referrals for individual and family counseling</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> During school day as needed as needed in Health Aide Office, Room 106, and/or Nurse's Office, Room 118</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 53

Non-LEP 27

Number of Teachers 6

Other Staff (Specify) Guidance Personnel

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

Core ESL Program

We offer an ESL stand alone program for 53 ELLs in grades 9-12. Students are programmed for ESL classes based on NYSESLAT scores. We serve 23 advanced students who are programmed for 200 minutes of weekly ESL instruction, divided into five forty minute periods per week, or four fifty minute periods per week. Advanced students also take a regular mainstream English class of 200 minutes per week. Our 28 intermediate students and 2 beginning students receive 400 minutes of weekly instruction conducted during two back to back periods per day. One period is ESL instruction, the other is English Language Prep. The beginners receive an additional 140 minutes of weekly tutoring and independent study with a fully licensed ESL teacher.

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

Supplemental Program

Data

A review of the performance of ELLs on Regents Examinations reveals that ELLs generally tend to underperform their mainstream counterparts. For example, of current ELLs, six have taken the ELA Regents, but only one has passed. Of fourteen who have taken the Living Environment Regents, only five have passed. Of fourteen who have taken the Global history Regents, only two have passed. Of five who have taken the US History and Government Regents, only two have passed this year. These students will retake these exams and more ELLs will sit for these exams for the first time.

A review of NYSESLAT performance for the last three years reveals that students achieve proficiency on the speaking and listening before they do so on the reading and writing portions of the assessment. For example, while 24 of our current ELLs - or 45% are already proficient on the speaking and listening, only 3 of our current ELLs, or 6%, are proficient on the reading and writing. All six of our grade 11 students are proficient in speaking and listening, but none are proficient in reading and writing. This trend is true for all subgroups and grade levels.

Clearly our ELLs need supplement tutoring in reading and writing skills. A tutoring program will help students to develop the skills they need to pass the NYSESLAT and pass their Regents Exams.

Tutoring Program for ELLS

As the data above indicates, we need to offer our ELLs supplemental, targeted and differentiated instruction/tutoring in the specific reading and writing skills they need to pass Regents Exams and pass the NYSESLAT.

The tutoring program will begin on October 4, 2010 and run to June 13, 2011. It will meet on the following dates, at the following times:

After-school, Mondays and Wednesdays, 60 sessions for 1 and 1/2 hours, exact time TBD.

October 4, 6, 13, 18, 20, 25 and 27

November 1, 3, 8, 10, 15, 17, 22 and 29

December 1, 6, 8, 13, 15, 20 and 22

January 3, 5, 10, 12, 17 and 19

February 2, 7, 9, 14, 16 and 28

March 2, 7, 9, 14, 16, 21, 23, 28, and 30

April 4, 6, 11, 13, and 27

May 2, 3, 9, 11, 16, 18, 23 and 25

June 1, 6, 8 and 13

Thus students will be offered 90 hours of supplemental instruction.

Program Activities and Materials*

Our licensed ESL teacher will conduct the program offering targeted, differentiated tutoring.

To aid in differentiating instruction for the students we will purchase a smartboard for the teacher to use as a classroom supplemental instructional aid. This will be used in conjunction with NYSESLAT and Regents preparatory materials and teacher made lessons. The smartboard will be for the exclusive instruction of ELLs. It will be used by the ESL teacher in our supplemental tutoring program and as a supplement to the instruction of ELLs in their content area and ESL classes. A dedicated laptop computer will also be provided for exclusive use with this smartboard for the supplemental instruction of ELLs.

Rationale for the selection of program/activities, including the data supporting the choice of program:

The targeted population for this program is all ELLs, but particularly those who have failed or are in danger of failing Regents exams. These students tend to be students from **the lowest 1/3**, those with IEPs and those who have scored low on the reading/writing sections of the NYSESLAT.

- u The purpose of this program is to remediate deficiencies in reading and writing skills so that students who have failed Regents exams in the past pass the next time they take them with at least a 65 and students who have not yet tested pass their tests the first time with at least a 65. the purpose is also to raise students scores on the reading/writing section of the NYSESLAT
- u As indicated above, an analysis of Regents and NYSESLAT data supports a program of supplemental tutoring to remediate student deficiencies in reading and writing.
- number of students to be served is our 53 ELLs
 - u While the program will be open to all of our current ELLs, we will target the lowest 1/3 and students with IEPs and those who scored low on the reading and writing portions of the NYSESLAT.

- The tutoring program will be open to all ELLs in all grades we serve, 9-12.
- The language of instruction will be English
- The program will begin October 2010 and run to June 2011
- Our service provider will be our certified ESL teacher.

Costs

\$4,490.10 teacher per session for tutoring program.

for supplemental Regents and NYSESLAT preparation texts.

\$2,604.61 for 64 in smartboard, w mobile floor stand, usb audio system, portable projector and cover

\$1,300.00 for Dell Laptop (DOE FAMIS contract pending, price subject to change)

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Professional Development Supplemental Program

In addition to mandated professional development, which is provided during faculty and department conferences, we will purchase high quality training from Tequipment to teach our ESL teacher and 15 content-area teachers who work with ELLs to use a smartboard to deliver instruction to ELLs that is differentiated and targets their diverse learning styles and academic language needs. In addition 6 teachers will take further training in lesson plan development from Tequipment and turn key this training to others working with ELLs.

3 two hour sessions: \$1,200.00 for 15 teachers

Training rate for 15 teachers for 6 hours: \$860.40

Six hours lesson plan development training \$1200.00 for 6 teachers

Training rate for 6 teachers for 6 hours: \$688.32

Parental Involvement Supplemental Program

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

Exploring available school services

Graduation requirements

Positive discipline strategies

Understanding cultural differences

Strategies for supporting students' learning at home
 Getting involved in extra-curricular activities
 Technology at home and school
 Using the library

Workshops will be held once a month, for two hours. Five sessions will be conducted by the ESL teacher and five sessions will be conducted by a guidance or college counselor. Workshops will begin in September and run until June.

The cost for this program will be:
 20 Hours per-session \$997.80

Section III. Title III Budget

School: HS For Health Professions and Human Services
BEDS Code: 310200011420

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7,036.62	<input type="checkbox"/> -90 Hours of teacher per-session for our certified ESL teacher to deliver direct supplemental instruction to ELLs in our after-school tutoring program. 90 hours x \$49.89 = 4490.10 -Twenty hours of teacher per session to conduct monthly two hour parent involvement sessions at 10 monthly meetings during the school year. 20 hours x 49.89 = 997.80 -Training rate for 15 teachers to attend tequipment training for 3 two hour sessions: 45 hours @ 19.12 per hour = \$860.40. -Training rate for 6 teachers to attend 6 hours of lesson plan development with Tequipment: 36 hours @ 19.12 per hour = 688.32
Purchased services - High quality staff and curriculum development contracts	\$2,400.00	<input type="checkbox"/> Three two hour training sessions purchased from Tequipment to train 15 content area and ESL teachers to deliver supplemental instruction

		to ELLs using smartboard technology : \$1200.00 -One six hour session to train 6 teachers of ELLs to develop interactive lesson plans to deliver supplemental instruction to ELLs using smartboard technology: \$1200.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5,563.38	<input type="checkbox"/> - \$2604.61 for a 64 in Smartboard with mobile floors tand, USB audio system and portable projector and cover for the exclusive use of ELLS for supplemental instruction. - \$1300.00 for a Dell laptop for use with the smartboard for the exclusive supplemental instruction of ELLs - \$1658.77 for NYSESLAT and Regents preparation texts for supplemental tutoring program.
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We have a very diverse student body, many of whom are from immigrant families. In many cases our students are the first generation to attend school in this country. This has been clearly demonstrated upon having conversations with parents during our orientation sessions, parent/teacher conferences and guidance conferences.

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

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

Part B: Strategies and Activities

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

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

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

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

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

A notice, in the covered languages, will be posted in the main lobby directing parents to the parent coordinator's office where information regarding language assistance services will be available.

communications mailed home and sent home with students will be made available in the three languages most represented in our school –English, Spanish, and Bengali.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$1,012,138	\$649,340	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$16,615		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$50,607	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$101,214	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
99.69

6. If the percentage of high quality teachers during 2009-2010 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.

One teacher was teaching a Spanish class without having the certification; therefore, she will not be given the class next year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

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

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 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of title 1, Part A funds reserved for parental involvement is spent.

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:

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

a) The High School for Health Professions and Human Services will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

college application process, graduation requirements, the State and City Content and Performance Standards, gang awareness, SAT awareness, literacy training, CPR, computer technology, ARIS training

Conduct annual school-wide conference on Title 1

Host monthly PTA meetings

Parent year-end celebration

c) The High School for Health Professions and Human Services will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via phone calls, emails, correspondence in a bi-lingual format, and Parents' Association newsletter. The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

IV. Adoption

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.

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

School-Parent Compact: School Responsibilities

The High School for Health Professions and Human Services will:

- Post the State standards for academic subjects
- Post the academic and discipline standards of The High School for Health Professions and Human Services
- Post and advertise the requirements of Title I
- Post and advertise the School Parental Involvement Policy
- Enable parents to monitor academic progress through the
- Establish and maintain a tutoring program in English and Mathematics
- Encourage parental involvement in school activities
- Refer students to counseling resources

- Have an annual meeting concerning Title I resources and activities
- Educate teachers, administrators, and school staff about the Title I program
- Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format.

School-Parent Compact: Parent Responsibilities

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

Student-Parent Compact: Student Responsibilities

Students will:

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

HPHS also offers Medical Biology and Science Research Programs (courses) for the students who are advanced in the Sciences. Science Research is a three-year sequence where students are engaged in scientific research and study with a mentor who is either in the medical field or academia.

2. Schoolwide reform strategies that:

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

See #1 above

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- See #1 above
 - o Help provide an enriched and accelerated curriculum.

 - See #1 above
 - o Meet the educational needs of historically underserved populations.

 - See #1 above
 - o 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.

 - See #1 above
 - o Are consistent with and are designed to implement State and local improvement, if any.

 - See #1 above
3. Instruction by highly qualified staff.

99.69% of our teachers are highly qualified. In addition, our teachers are a community of learners who avail themselves of professional development opportunities for further growth.

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

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

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

a) Align the observation process and template so that curriculum and instructional practices reflect best practices described in AQR, CCSS and Principles of Learning.

b) To provide students with a "feedback loop" of what learning they have mastered and what they need to do to improve in classes and on assessments.

c) Improve credit accumulation for all grade levels through Credit Recovery Program

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

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

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

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

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

PTA meetings will focus on assisting parents in navigating the high school system and also assist parents in exploring ways in which they can assist their youngsters with homework, study skills and career and college preparation. Interpreters are available at all PTA meetings,

conferences and orientation sessions to foster better communication with our diverse parent body.

A parent retreat is held in November where parents are offered a workshop on topics requested by the parents that attend PTA meetings. Parents work in groups to strategize on ways to increase parents involvement throughout the year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

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

Students are referred to tutoring services provided through Liberty Partnership Program and individual teachers during extended day sessions. Students in Ramp Up have been tested to create a class that will further support their literacy needs in the 10th grade. Students in the 11th grade are provided with an additional writing class to assist in preparing them for the ELA regents. Collaborative Team Teaching has become the model for our school with an increase in course offerings for 2010-2011 across content areas. The Wilson Reading Program began in 2006-2007 and will continue in 2010-2011 to address needs of students who are below reading levels.

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.

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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related
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					program activity has been described in this plan.		
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			1016143	True	1
Title I, Part A (ARRA)	Federal	Yes			649340	True	6
Title III	Federal	Yes			15000	True	9
IDEA	Federal	Yes			184505	True	9
Tax Levy	Local	Yes			6887891	True	1
C4E	Federal	Yes			138321	True	9

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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 currently have 8 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 STH Students are provided with free breakfast, lunch and MetroCards. Students are referred to Guidance Counselor for counseling services.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_02M420_020311-142200.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 302	District 02	School Number 420	School Name HS for Health Prof
Principal Robert Gentile		Assistant Principal Mary Jo Stenson	
Coach type here		Coach type here	
Teacher/Subject Area Barbara Brasel/ESL		Guidance Counselor Veronica Aguilar	
Teacher/Subject Area Elaine Consalvo/English		Parent type here	
Teacher/Subject Area Kristi Cookson/Special Ed		Parent Coordinator Rose Guerrieri	
Related Service Provider type here		Other Kristin Erickson	
Network Leader type here		Other Iouli Karaiskos	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1721	Total Number of ELLs	73	ELLs as Share of Total Student Population (%)	4.24%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										39	26	6	2	73
Push-In														0
Total	0	0	0	0	0	0	0	0	0	39	26	6	2	73

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	24
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	32

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
ESL	<input type="text"/> 10	<input type="text"/> 0	<input type="text"/> 1	<input type="text"/> 25	<input type="text"/> 0	<input type="text"/> 9	<input type="text"/> 32	<input type="text"/> 0	<input type="text"/> 10	<input type="text"/>	67
Total	<input type="text"/>10	<input type="text"/>0	<input type="text"/>1	<input type="text"/>25	<input type="text"/>0	<input type="text"/>9	<input type="text"/>32	<input type="text"/>0	<input type="text"/>10	<input type="text"/>	67

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	22	5	2	59
Chinese										3	2	1		6
Russian										1				1
Bengali										1	1			2
Urdu														0
Arabic										1				1
Haitian											1			1
French														0
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	39	26	6	2	73								

Part IV: ELL Programming

A. 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.

1.
 - a. Our stand alone ESL program offers self-contained ESL classes. Students are mainstreamed for all other subjects.
 - b. In our ESL program, ESL classes are ungraded. Students are grouped by proficiency level.
2. We have a freestanding ESL program, offering three class levels: beginner, intermediate, and advanced. At the beginner level, students receive 684 minutes of instruction per week. At the intermediate level, students receive 456 minutes of instruction a week. At the advanced level, students receive ESL instruction for 228 minutes a week. The advanced students also take a mainstream English class for 228 minutes per week. Students may also receive academic intervention services and counseling on an as needed basis. Extra tutoring for Regents Examinations and the NYSESLAT is scheduled after school and during the school day.

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

3. All students are mainstreamed for all classes other than ESL. Instruction is in English. All teachers receive professional development for working with ELLs. Teachers use whole group, small group and individual instruction with all students including ELLs. Strategies of balanced literacy are used as is differentiated instruction. The AP English/ESL identifies all ELLs to all teachers. The ESL teacher is available to conference with mainstream teachers around strategies to use with particular students and subgroups. AUSSIE consultants also work with teachers around issues related to the improvement of instruction for ELLs.

4. a. Our plan for SIFE is to identify all SIFE to teachers who work with them, offer PD around their special needs and offer counseling, AIS, and tutoring as needed. b. Newcomers are programmed based on NYSESLAT or LABR scores. They receive counseling, AIS and tutoring as needed. They are tested yearly using the NYSESLAT. They are tested regularly using the ELL periodic assessment. Junior ELLs take the ELA Regents. c. ELLs receiving service from 4-6 years are programmed based on their NYSESLAT scores. They receive AIS and tutoring on an as needed basis. d. Long-term ELLs receive tutoring, counseling and AIS as needed. They may be assigned a separate guidance counselor to work with them. e. ELLs identified as having special needs take ESL classes with other ELLs. They are also programmed for resource room or CTT classes as per their IEPs. They receive tutoring, counseling, AIS and other services as needed or mandated.

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

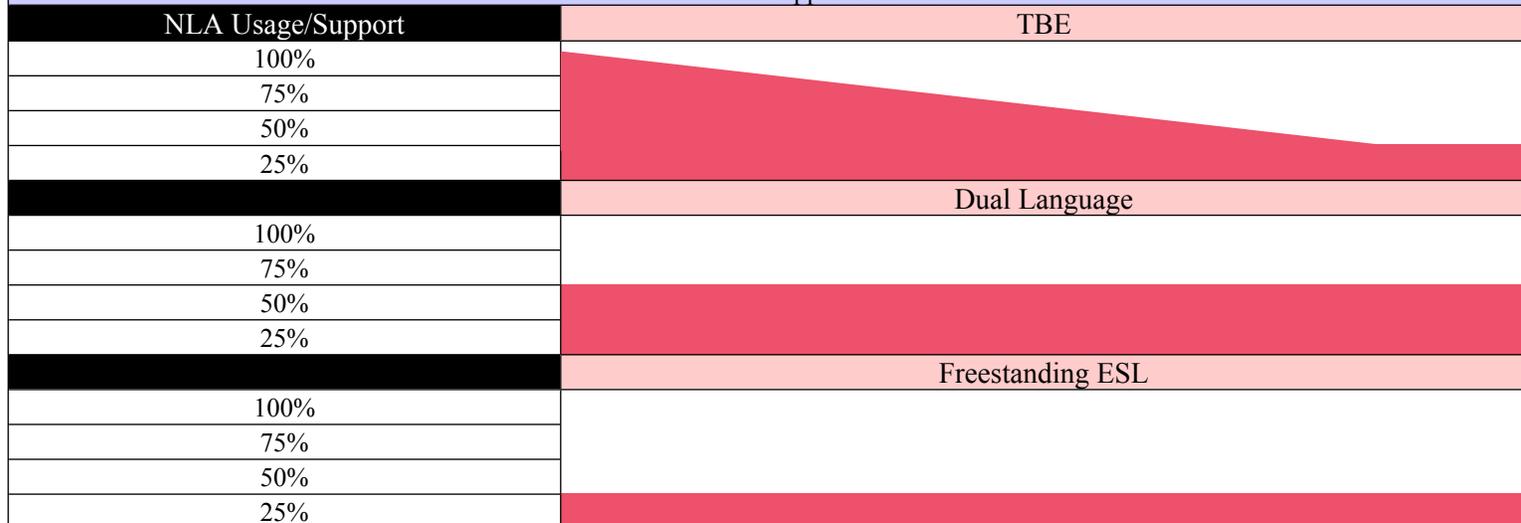
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language 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.



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. All interventions are offered in English. Students are programmed for academic intervention as needed. . All subgroups are included. Students are given supplemental after school and during school tutoring in every subject area. The Pace University Liberty Partnership Program offers daily tutoring in all subject areas and is particularly strong in math and science. Title III supports an intensive after school tutoring program taught by a licensed ESL teacher. This program is computer aided, utilizing the Plato program. All undercredited ELLs who have failed classes take credit recovery and can earn up to 9 additional credits per year this way.
6. ELLs who have reached proficiency are offered all NYS Regents testing modifications they are entitled to. These students are identified to all faculty and staff so extra help can be offered.
7. We will explore ways to expand tutoring and credit recovery options for ELLs.
8. None.
9. ELLs can and do participate in all school programs without exception.
10. ELLs have access to the same high quality instructional materials as all other students in addition to texts and materials developed expressly for ELLS. The ESL classroom is equipped with four computers for exclusive use by ELLS. ELLs have full access to all technology that is available to mainstream students.

11. Dictionaries and glossaries in the native language are made available in the ESL and content areas as needed.
12. Yes.
13. Due to budget constraints, we do not currently offer any programs before the start of the school year. However, ELLs can attend our regular summer school program. We hope to have a bridge program this summer for all incoming grade nine students, including ELLs.
14. ELLs are offered Spanish or French as are mainstream students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here 1. Professional development for all personnel who work with ELLs is infused into our regular, ongoing professional development program. It is delivered during department and faculty conferences as well as on conference days. Department APs work with particular teachers and groups around ELL PD issues. AUSSIE consultants offer PD geared towards those working with ELLS. Teachers are encouraged to attend ELL PD offered by our Network and OELL.

2. Support is offered through regular PD and at department and faculty conferences.
3. The 7.5 hours is infused into regular department and faculty conferences and offered on conference days.

E. Parental Involvement

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

Paste response to questions 1-4 here 1. We have an active PTA and SLT. ELL parents can and do participate. Our parent coordinator maintains contact with parents, including parents of ELLs. We offer special meetings and orientations for ELL parents on a regular basis throughout the year.

2. We promote all relevant DOE sponsored events to ELL parents.
3. We utilize school survey results, communications made to the parent coordinator and feedback provided by parents at our PTA meetings and other events.
4. We target our events towards the specific needs of parents of high school age youngsters. We feature workshops on how to help students transition to high school, understand testing and college admissions among other topics.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	0	0	0	3
Intermediate(I)										15	14	4	2	35
Advanced (A)										12	9	1	0	22
Total	0	0	0	0	0	0	0	0	0	30	23	5	2	60

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		1	
Math <u>Algebra</u>	22		9	
Math <u>Geometry</u>	2		0	
Biology				
Chemistry				
Earth Science				
Living Environment	22		3	
Physics				
Global History and Geography	19		1	
US History and Government	5		1	
Foreign Language	3			3
Other <u>Physical S</u>	4		0	
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- Not applicable.
- The general data pattern and trend that we have observed over a number of years is the tendency for a significant number of students to perform best on the listening/speaking portions of the test. Many students tend to attain proficiency in these areas before reading and writing. This pattern is observed in all subgroups and across grade levels.
- We use this data when planning instruction, allocating resources for tutoring and using Title III funds. Significant emphasis is placed on improving reading and writing in all disciplines. Professional development resources support improving teachers' knowledge of literacy strategies and best practices to use with ELLS.
- In general, students perform better on the math Regents than other Regents. They tend to perform less well on tests that require significant amounts of reading and writing. This makes sense, given the fact that all students, regardless of grade level, are not doing as well on the reading and writing portions of the NYSESLAT as compared to the listening and speaking. b. We have just started

accumulation, Regents performance and NYSESLAT performance.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Health Professions and Human Servi					
District:	2	DBN:	02M420	School		310200011420

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded	v	
	2		6		10	v			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.3	90.7	90.4
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.1	97.9	98.2
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		57.1	81.4	81.4
Grade 8	0	0	0				
Grade 9	547	536	579	Students in Temporary Housing - Total Number:			
Grade 10	445	522	490	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	353	362	391		8	18	10
Grade 12	275	274	260				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	1620	1695	1721	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					13	5	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	128	191	158
# in Collaborative Team Teaching (CTT) Classes	71	86	105	Superintendent Suspensions	24	10	13
Number all others	47	51	62				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	132	222

English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	
# in Transitional Bilingual Classes	0	0	TBD	0	0	0	

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	85	84	88
# receiving ESL services only	49	59	TBD	Number of Administrators and Other Professionals	22	24	24
# ELLs with IEPs	7	19	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	1	1	1
--	---	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	53	39	187	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.3	75.9	81.8
				% more than 5 years teaching anywhere	72.4	72.4	75.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	85.0	94.3
American Indian or Alaska Native	0.4	0.2	0.2	% core classes taught by "highly qualified" teachers	99.3	93.4	98.5
Black or African American	24.3	23.7	24.4				
Hispanic or Latino	48.6	50.7	50.6				
Asian or Native Hawaiian/Other Pacific	20.7	18.9	19.5				
White	6.0	5.3	5.3				
Male	30.3	28.3	29.2				
Female	69.7	71.7	70.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				5	5	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	49.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	15.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	25.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf