



HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES
ADDRESS: 549 AUDUBON AVENUE
TELEPHONE: 212-927-1841
FAX: 212-927-2179

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE.....	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot.....	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)	Error!
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M468 **SCHOOL NAME:** High School for Health Careers and Sciences

SCHOOL ADDRESS: 549 AUDUBON AVENUE, MANHATTAN, NY, 10040

SCHOOL TELEPHONE: 212-927-1841 **FAX:** 212-927-2179

SCHOOL CONTACT PERSON: HARRIS MARMOR **EMAIL ADDRESS** HMarmor@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jose Garcia

PRINCIPAL: Harris Marmor

UFT CHAPTER LEADER: Amanda Valenti

PARENTS' ASSOCIATION PRESIDENT: Jose Garcia

STUDENT REPRESENTATIVE:
(Required for high schools) Rafaelina Cabral

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** CFN 107

NETWORK LEADER: Nancy Scala

SUPERINTENDENT: Geraldine Taylor-Brown

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/rdonlyres/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
Harris Marmor	Principal	
Teresa Ratkowski	Admin/CSA	
Jose Garcia	PA/PTA President or Designated Co-President	
Amanda Valenti	UFT Chapter Leader	
Michelle Nieves	Parent	
Milagros Santana	Parent	
Francica Fermir	Parent	
Mary Tejada	Parent	
Rafaelina Cabral	Student Representative	
Ellen Campeas	Admin/CSA	
Elizabeth Arrendell	UFT Member	
Carlos Anderson	UFT Member	
Iluminada Jerez	Parent	

* 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.

Mission Statement:

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

Narrative:

The High School for Health Careers and Sciences is one of four high schools housed in the George Washington Campus Building in Washington Heights in Upper Manhattan. Over 90% of the students served are of Dominican ancestry, as is the surrounding community.

Students receive a core of rigorous academics taught within the context of the health sciences. In their junior and senior years, students take electives in the health sciences, such as geology, forensics and pharmacology. In addition, AP classes are offered in Spanish Grammar and English Literature.

English language learners constitute one third of our student body. Our ELL students are given special attention, and their instruction focuses on three areas: Use of technology and software-based initiatives (including English and Spanish versions of Riverdeep, Rosetta Stone, and Achieve 3000), Collaborative Team Teaching/Push-in models of instruction and professional development to support these initiatives.

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

Touro College School of Pharmacy, which has collaborated with the science department in order to create a high school pharmacology class.

New York Presbyterian Medical School Department of Cardiology and Thoracic Surgery, which has provided the Health Corps program on good nutrition and exercise. In addition, our students have taken field trips to observe the surgical skills of Dr. Mehmet Oz, thoracic surgeon and world-renowned celebrity.

New York Presbyterian Hospital Clinic is a full service medical office located on site which provides a variety of primary care and mental health services to our students, as well as health education

Lastly, we are fortunate to have a large percentage of our parent body actively engaged in a variety of activities. Our parent coordinator works closely with the other campus parent coordinators in order to

bring many workshops and classes to our parent population. Some of these parental activities have included Saturday classes in ESL, computer literacy, and citizenship classes. In addition, workshops have been offered on parenting skills and income tax assistance for parents. We plan to offer workshops this year on the ARIS Parent Link as well as on our electronic grading system, Snap Grades. Our goal is to continue to bring as many parents into the building as possible in order to make them equal partners in their child's education.

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 Careers and Sciences								
District:		6	DBN #:		06M468	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			84.8	87.1	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			97.9	96.04	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			68.2	84.6	88.4	
Grade 8		0	0	0						
Grade 9		214	213	209	Students in Temporary Housing - Total Number:					
Grade 10		210	198	187	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		152	117	139			0	29	TBD	
Grade 12		95	136	119						
Ungraded		0	6	4	Recent Immigrants - Total Number:					
Total		671	670	658	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							39	69	6	
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		1	1	0	Principal Suspensions		69	47	TBD	
# in Collaborative Team Teaching (CTT) Classes		47	42	37	Superintendent Suspensions		5	5	TBD	
Number all others		52	42	46						
<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	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)		CTE Program Participants		N/A	0	0				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		158	113	98						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	45	95	95	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	11	31	Number of Teachers	49	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	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
	15	23	TBD	% fully licensed & permanently assigned to this school	98	95.7	TBD
				% more than 2 years teaching in this school	67.3	76.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	44.9	48.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	86	85	TBD
American Indian or Alaska Native	0.3	0.1	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	100	TBD
Black or African American	8.2	7.5	8.7				
Hispanic or Latino	89.9	91.2	89.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.3	1.1				
White	1	0.9	0.9				
Multi-racial							
Male	50.4	49	51.2				
Female	49.6	51	48.8				
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				√	√	√	74
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				√	Ysh		
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	70.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5	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?

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

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

What the school does well

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

What the school needs to improve

- Extending the usage of school data to formulate achievable, objectively measurable goals with

associated timeframes for the school, subjects and classrooms.

- The passing rate on the geometry Regents exam by 2% for all first-time takers of the exam.
- The percentage of teachers who use ARIS consistently to obtain student information and increase the parents' participation in the ARIS Parent Link.
- The passing percentage in grades nine and ten, implementing grade houses with an assistant principal in charge of each house.
- Developing teachers' strategies to identify measurable individual student goals and differentiate instruction to further improve achievement.
- Persisting in rigorously addressing tardiness within the school in order to further raise achievement by ensuring students arrive punctually to all lessons.

Barriers:

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

Aids:

- A Lehman College Math consultant works with our math teachers on using data to drive instruction/differentiate instruction as well as on various technology initiatives.
- Reading consultants to assist us in the literacy development and comprehension skills of our struggling readers.
- Interns from Touro College School of Pharmacy in the field of social work to further meet the needs of our students.

Accomplishments:

- We have experienced a great improvement in student behavior over the last several years. The data shows a significant decrease in the number of principal and superintendent suspensions.
- The accreditation committee has developed "Non-Negotiable Rules and Consequences" for our students and they are displayed prominently throughout the halls in permanent poster format.
- We have implemented a grade nine advisory program during teachers' professional periods, which has resulted in improved behavior and scholarship for ninth grade students.
- We are continually experiencing more parental involvement and more parents are using the ARIS Parent Link due to an ongoing outreach effort by the parent coordinator.
- We have been rated "well-developed" for two years of the School Quality Review which was administered by Cambridge University consultants.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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
<input type="checkbox"/> <u>Goal Number 1</u> By June 2011, students taking the NYSED Geometry Regents for the first time in the 2010-2011 school-year will have a 2% or greater passing rate from 28% to 30% than the first time takers of the exam in the 2009-2010 school year.	<input type="checkbox"/> same as above
<input type="checkbox"/> <u>Goal Number 2</u> By June 2011, 75% of the teachers will log into ARIS and 8% of the parents will log into the ARIS parent link from a 4% parent participation rate in school year 2010.	<input type="checkbox"/> same as above
<input type="checkbox"/> <u>Goal Number 3</u> To implement two grade houses for grades 9 and 10, with one assistant principal in charge of each house for the purpose of raising the overall scholarship two percentage points.	<input type="checkbox"/> same as above
<input type="checkbox"/>	<input type="checkbox"/> same as above

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) :

Curriculum and Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><u>Goal Number 1</u></p> <p>By June 2011, students taking the NYSED Geometry Regents for the first time in the 2010-2011 school-year will have a 2% or greater passing rate from 28% to 30% than the first time takers of the exam in the 2009-2010 school year.</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"/></p> <p>Provide professional development to our bilingual geometry teachers on strategies for teaching ELL classes and gradually increasing English usage in their classrooms, so that ELL students receive quality lessons in both Spanish and English..</p> <p>Continue to use appropriate materials and technology in both English and Spanish, such as the Geometer Sketch Pad, Classroom Response System, Smart Boards, and the Math XL for School software.</p> <p>Provide tutoring, during and after school and on Saturdays for both ELLs and monolingual students.</p> <p>Use data from ARIS to drive instruction and mandate that teachers meet monthly with their supervisor to discuss student progress and outcomes.</p> <p>Provide opportunities for increased teacher collaboration within the mathematics department.</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"/> C4E, Title III and Fair Student Funding</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"/></p> <p>Two percentage points or greater increase in the passing rate of the Geometry Regents exam for first time takersof the exam from the 2010 - 2011 school year. Improvement in student report card grades in geometry, as compared to student report card grades in the 2009 - 2010 school year.</p>

Subject Area Curriculum and Instruction
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><u>Goal Number 2</u></p> <p>By June 2011, 75% of the teachers will log into ARIS and 8% of the parents will log into the ARIS parent link from a 4% parent participation rate in school year 2010.</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"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/>Facilitate meeting times that teachers may log into ARIS such as faculty meetings and departmental study groups. • Provide teacher training on ARIS in the above forums, which will be coordinated by the data specialist. • Mandate that teachers bring ARIS reports for their class rosters to discuss student progress with their supervisor on a monthly basis. • Train the family worker, community associate, attendance teacher, and guidance receptionist on the use of ARIS, so that parents will be encouraged to log into the ARIS

	<p>parent link when they visit the school.</p> <ul style="list-style-type: none"> • For home visits, equip the attendance teacher, community associate and family worker with a netbook, which will be used to assist parents in logging into the ARIS parent link. • Create an inviting space for parents, where they may use laptops at school to log into the ARIS parent link. • Have the computer lab available for each PTA meeting, where parents can use the ARIS parent link to check their child's attendance and transcripts. • Have monthly evening workshops devoted to the ARIS parent link, which will be facilitated by the data specialist.
<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"/> C4E, Title III, and Fair Student Funding</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"/> An increase in the percentage of parents logging into the ARIS parent link from 4% to 8%, for an increase of 4%. An increase of up to or greater than 75% of the teachers using data from ARIS.</p>

Subject Area
(where relevant) :

Curriculum and Instruction

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <u>Goal Number 3</u></p> <p>To implement two grade houses for grades 9 and 10, with one assistant principal in charge of each house for the purpose of raising the overall scholarship two percentage points.</p>
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<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"/></p> <ul style="list-style-type: none"> • Since there is a direct correlation between student achievement and attendance, student attendance in grades nine and ten will be closely monitored by NYCDOE ATS, CAASS Identification System and ARIS. • Teachers will keep telephone logs, arrange parental conferences when needed, and make referrals to guidance counselors and deans when appropriate. • Each house will develop an incentive rewards system. • A National Honor Society will be established. • There will be ongoing staff collaboration in each house, concentrating on increasing school-wide academic standards and student achievement. • The assistant principals of the 9th and 10th grade houses will collaborate on an ongoing basis. • There will be monthly house assemblies.
<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 SWP, C4E, and Fair Student Funding</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"/></p> <ul style="list-style-type: none"> • A 2% increase in overall scholarship in grades 9 and 10 in June 2011. • <input type="checkbox"/> Improvement on standardized tests, including the NYSESLAT and NYS Regents exams through June 2011. • The grades 9 & 10 attendance percentage will increase.

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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	26	48	42	27	21	1		12
10	12	32	24	20	13			9
11	20	22	19	19	6			7
12	3	26	4	10	9			4

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <p>The Starting Over program for at-risk students will address extra literacy needs in small group instruction held during students' lunch period/teachers' administrative period.</p> <p>The RIGOR literacy program for ELL students – three days per week at 1.5 hours, and on Saturdays for three hours, and in an after-school setting in which students receive individualized attention in reading, writing, speaking and listening.</p> <ul style="list-style-type: none"> • Includes diagnostic-instructional materials • Multi-sensory approach • Structured and sequential methods to learning language • Scientific research-based <p>Class size is capped at 20 students</p>
Mathematics:	<input type="checkbox"/> <p>The River Deep (Destination Math) Program will be held three days per week, 1.5 hours and on Saturdays for three hours in an after-school setting in which students receive individualized attention in math concepts.</p> <p>After-School tutoring, three days per week at 1.5 hours per day and on Saturdays, 3 hours for algebra and geometry. Tutoring sessions will focus on classroom concepts and Regents questions. The tutoring will include:</p> <ul style="list-style-type: none"> • differentiated instruction • creative Regents teaching approaches • using libraries in the classroom • print-rich learning environments • analyzing mathematical terminology • verbal problem, mimicking the Regents exams <p>Small group instruction is held during students' lunch period/teachers' administrative period. Class size is capped at 20 students.</p>

Science:	<input type="checkbox"/> Regents tutoring after school, three days per week at 1 hour per day and on Saturdays, 3 hours, for Living Environment, Earth Science, Chemistry and Physics. Small group instruction is held during students' lunch period/teachers' administrative period. Class size is capped at 20 students . <input type="checkbox"/>
Social Studies:	<input type="checkbox"/> Regents tutoring after school and on Saturdays for every Regents subject. Small group instruction during students' lunch period/teachers' administrative period. To the extent possible, class size is capped at 20 students.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Individual and group guidance conferences Transcript review High School Graduation requirement review Lessons on: promotion in doubt, graduation requirements, social issues such as bullying, harassment, etc. Meets with parents and teachers of at-risk students in <i>Intervention Meetings</i>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> School psychologists diagnoses and recommends students for services such as speech therapy, psychiatry or medical attention. Evaluations into and out of special education, Referrals to outside agencies. Interventions tend to be at the administrative level.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Evaluations done in collaboration with school psychologist Referrals from Guidance Counselor, Deans and Teachers Short term counseling, will refer out for long-term to partners such New York Presbyterian Hospital
At-risk Health-related Services:	<input type="checkbox"/> A full-service, school-based medical clinic run by New York Presbyterian Hospital offers the following services to our at-risk students: Primary care and prevention OBGYN Mental health counseling, both one on one and groups Psychiatrist visits scheduled as needed Health Education (pregnancy prevention, self-care and wellness, nutrition, safe socialization) These services are available both during the school day, before and after school.

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 237

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) Assistant Principal and Guidance Counselor

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.

Program #1:

This program will target our ELL subgroup of students with 4-6 years of instruction service. Currently, there are 46 students who fall under this category. Our goal is to prevent these students from becoming Long Term ELLs. The ESL instruction, which students receive during the course of the school day, needs to be supplemented with an after-school and Saturday program. Instructors will be given the disaggregated NYSESLAT scores for each student. The goal will be to focus on the area of deficit by giving NYSESLAT prep, practice and support. If the area of deficit is the Listening & Speaking modalities, instructors will work with students using Books on Tape, improvisational theater games, role-playing, note taking, choral reading and singing in the targeted language. The class will be divided up into smaller homogenous groups for intensive practice. If the area of deficit is Reading & Writing, instructors will work with students using journals, response to literature prompts, short story analysis, NYS Regents essay practice and the Achieve 3000 software program. All ESL instruction, during the week and on Saturdays will be taught by two licensed ESL teachers.

In addition to the intensive ESL instruction offered on Saturdays, we will also be offering Regents preparation in the subject areas of mathematics, social studies and science for the ELL subgroup of students with 4 – 6 years of instruction service. These students will take Regents exams in June and need intensive preparation for the Algebra, Earth Science and Global Regents exams. This ELL Regents preparation program will be taught by a licensed bilingual Social Studies teacher, a licensed bilingual mathematics teacher and an Earth Science teacher who is bilingual, and who is working on her bilingual license extension.

This program will be offered after school for 1.5 hours on Tuesdays and Thursdays (3:00 – 4:30 PM) and on Saturday mornings for 3 hours (9:00 AM – 12:00 PM) The dates and times of instruction for this program are as follows:

Fifteen Saturdays: 2/6, 2/13, 2/27, 3/6, 3/13, 3/20, 4/10, 4/17, 4/24, 5/1, 5/8, 5/15, 5/22, 6/5 and 6/12. The after school program will begin on Thursday, February 4th and will be held on each Tuesday and Thursday until Thursday, June 3rd throughout the second semester for a total on 30 after school sessions at 1.5 hours each. The Title III TR per session rate is **\$49.89**; Saturdays = 15 Saturdays x 3 hours x 4 teachers @ \$49.89 for a total of \$8,980. Tuesdays/Thursdays: 30 sessions x 1.5 hours x 1 teacher @49.89 for a total of \$2,245.

Program #2

This program will target our Long Term ELLs. There are 37 students with six plus years of ESL service. Often, these students appear proficient with fluent conversation. Unfortunately, these students have never been able to reach proficiency on the NYSESLAT exam. This program will take place on 15 Wednesdays beginning February 10th through June 2nd after school for 1.5 hours (3:00 – 4:30 PM). This program will be taught by a licensed ESL teacher and the Achieve 3000 software will be used with these students. In addition, this program will hone in on the areas of deficit taken from the RLAT and Regents and NYSESLAT preparation will be offered in an intensive individualized setting. Long Term ELL Program = 15 Wednesdays x 1.5 hours x 1 teacher @\$49.89 for a total of \$1,126.00.

Parent and Community Involvement Activities

Program #3:

We will be running ESL and computer classes on Saturday mornings for parents from 9:00 AM – 12:00 PM. These classes will be offered to the parents of ELL students and the target number of parents to attend these classes is 20. Both the ESL and the computer class will be taught by a Spanish Foreign Language teacher who has had many years of experience working with parents in GED and ESL programs. Unfortunately, there are no more licensed ESL teachers in our school to work with the parent population, since the licensed ESL teachers are already teaching our students on Saturdays and after school. The goal for this parent program will be for ELL parents to feel more proficient in English and computer technology, so that they can better assist their child in their studies. This parent program will be for fifteen Saturdays from 9:00 AM – 12:00 PM (to run concurrently with the student ESL and Regents prep program): 2/6, 2/13, 2/27, 3/6, 3/13, 3/20, 4/10, 4/17, 4/24, 5/1, 5/8, 5/15, 5/22, 6/5 and 6/12. Fifteen Saturdays x 3 hours x 1 teacher @ \$49.89 for a total of \$2,245.

Professional Development Program

The High School for Health Careers and Sciences will purchase the Achieve 3000 software program which includes site licenses for up to 100 students, 5 teacher licenses and 100 parent licenses. Built into this Achieve 3000 program is three days of professional development for staff members. The Achieve 3000 ELL Success software program is a differentiated instruction solution which is a means to enable reading and writing proficiency for our Spanish –speaking ELL students. This program has an assessment tool which determines each student's level of comprehension for informational text. The program supports the development of English language skills by a variety of methods and has proven to be successful in raising the NYSESLAT scores for ELL students. Since Achieve 3000 will be used with all of our ELL sub-populations in the Title III program (4 – 6 years, Long Term ELLs and the parents of ELLs), all six teachers participating in the Title III enrichment program will be required to attend the professional development sessions. In addition, the six teachers in the Title III program will participate in after school collaborative study groups in which they will be able to discuss student progress and best practices. Each teacher will receive 10 hours of per session for the Achieve 2000 professional development sessions and study groups: Six teachers x 10 hours @\$49.89 for a total of \$2,993. Study group will meet ten weeks, once a week, 10 one hour sessions after school, Tuesdays, February 16th to April. Topics supporting the Title III program discussed in the study group are: Achieve 300 and strategies for ELLs as it applies to our school population.

Form TIII – A (1)(b)

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

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session -	Program 1= \$8,980/ Saturdays	Program #1 Saturday ESL/Regents prep program for students in the 4-6 years of ESL service category 15 Saturdays x 3 hours x 4 teachers @ \$49.89 for a total of \$8,980.
	\$2,245/Tues./Thurs.	Tuesdays/Thursdays: 30 sessions x 1.5 hours x 1 teacher @49.89 for a total of \$2,245.
	Program 2= \$1,126	
	Program 3= \$2,245	Program #2 15 Wednesdays x 1.5 hours x 1 teacher @\$49.89 for a total of \$1,126.00.
	PD = \$2,993	Parent and Community Involvement Program #3: Saturday morning English language/computer classes for ELL parents
	TOTAL: \$17,589	Fifteen Saturdays x 3 hours x 1 teacher @ \$49.89 =\$2,245.

		Professional Development: Six teachers will receive 10 hours of per session to attend professional development on Achieve 3000 and participate in collaborative study groups. 6 tchrs x 10sessions x 49.89 = 2993.34
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	TOTAL: \$597	Supplies and Materials: include books, books on tape, DVDs and CDs, which will enhance the instruction. Consumables such as art supplies may also be purchased for special projects.
Educational Software (Object Code 199)	TOTAL: \$14,594	Achieve 3000 software and professional development program
Travel		
Other		
TOTAL	\$32,780	

ADDENDUM FOR TITLE III 2010 – 2011

The after school & Saturday programs for 2010 – 2011 are quite similar. We will be offering the following in 2010 – 2011, just as we did in 2009 – 2010:

ESL instruction is held after school and on Saturdays for the ELL subgroup of students with 4 – 6 years of service.

Regents preparation in content areas is held after school and on Saturdays for the ELL subgroup of students with 4 – 6 years of service.

ESL classes will be offered for parents on Saturdays in conjunction with the student classes. Rosetta Stone software will be used along with other instructional methodologies for these adult classes.

More money was added in the supply line from \$597 to \$4,562 for the purchase of supplemental CDs, books on tape and materials.

These things are not included in Title III for 2010 – 2011:

The only specific after school and Saturday that will not be offered which was offered last year is the program targeting the long term ELLs. Even though there is no specific targeted program for these students, many of them take advantage of the after school and Saturday Regents prep tutoring and the ESL instructional program.

Teachers will not attend the Achieve 3000 professional development workshops, since they attended these in 2009 – 2010. The professional development component for this year is different; we will have groups of content area teachers attending QTEL workshops; these are for content area teachers who have not previously attended these workshops.

Lastly, the Title III proposal does not include the purchase of the Achieve 3000 software for \$14,594, since we already purchased this. Money (\$4,562) was placed in the supply line to purchase supplemental CDs, videos, books on tape and other materials, as noted above. The additional amount from the \$14,594 was added on to teacher per session in order to service more students for the ESL instructional program and the Regents preparation program.

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.

Home Language surveys are used as well as student interviews. In addition, information is gleaned from ATS reports. All materials are translated into Spanish and the parent coordinator keeps on file the other language needs. Therefore, if the home language is something other than Spanish, special communications go out to these families in their native language. If necessary, the services of the translation unit are utilized.

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.

If other translation is needed, the appropriate arrangements are made with parent volunteers and/or the DOE translation unit. In addition, the parent coordinator downloads all generic Department of Education forms and letters in the appropriate language and mails them home to parents who need languages other than English and Spanish. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings. The overwhelming majority of our student population speaks Spanish, so communications are always translated into Spanish.

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.

At least 50% of our staff members are literate in Spanish and assist with the Spanish translations for these materials. In addition, translation services are provided by parent volunteers and/or the DOE translation unit as needed. Also, the written DOE forms and letters translated into all languages from the website are downloaded and used.

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$636,246	\$63,774	\$700,020
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,362	\$637	\$6,999
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$31,812	\$3,188	
4. Enter the anticipated 10% set-aside for Professional Development:	\$63,624	\$6,377	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders 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.

Parent Involvement Policy

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

- HSHCS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. We have already met with parents to create our school-parent compact. Out of this work we have begun to develop our parental involvement policy.
 - b. We will collaborate with our parents association to develop Saturday classes for parents in Family Literacy, ESL and Health Education.
- HSHCS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. HSHCS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Offer the Saturday classes for parents, as described above.
 - b. Continue to work with our guidance staff to ensure on-going and effective outreach to parents, especially those of at-risk students.
 - c. Continue to conduct home visits when necessary.
- HSHCS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. We will be offering some of these through our Title III program.
- HSHCS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Saturday classes in ESL, computers and Family Literacy for parents will be offered in the 2010-2011 school year.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Project Read and Parents as Teachers Program, with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Developing partnerships with such agencies/school-based initiatives and activities.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

The monthly calendar

Parent/student handbooks at the beginning of the year.

In addition, we will be sending out progress reports between report cards for next year.

IV. Adoption

The school will distribute this policy to all parents of participating Title I, Part A children on or before November 8, 2010.

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.

The High School for Health Careers and Sciences (HSHCS) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how

the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

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

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

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

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

October 28, 2010 Evening Conferences 5:30 – 8:00 PM,
October 29, 2010 Afternoon Conferences 1:00 – 3:00 PM

March 17, 2011 Evening Conferences, 5:30 – 8:00 PM
March 18, 2011 Afternoon Conferences, 1:00 – 3:00 PM

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

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

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

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

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

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

Parent Responsibilities

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

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

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

- come to school ready to do our best and be the best;
- come to school with all the necessary tools of learning- pens, pencils, books, etc.
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class' rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for tests and assignments;
- read at least 30 minutes every day outside of school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

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

The HS for Health Careers and Sciences will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;

provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;

provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and

provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

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

recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams;

notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;

work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement of Title I, Part A*.

work with the LEA to ensure that a copy of the ESEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

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

2. Schoolwide reform strategies that:

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

- Due to our large ELL population, we strive to hire and retain as many bi-lingual teachers as possible.
- We offer multiple AIS intervention services for Regents preparation, including after school and Saturday tutoring, small group tutoring during student lunch and teacher administrative periods, and one-on-one tutoring.
- We provide enrichment for the ELL subgroups, SIFE students and the Long Term ELLS, through the used of interactive technology such as Smartboards and innovative software programs.

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·

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.

We offer a Summer Bridge Enrichment Program for incoming freshman ELL students, in which the students receive theme-based literacy and mathematics instruction, as well as going on trips and a parental involvement piece.

o Help provide an enriched and accelerated curriculum.

We offer AP classes throughout the content areas.

o Meet the educational needs of historically underserved populations.

We have a comprehensive program for both our SIFE students and for our special education students. We offer small class sizes and a pre-high school curriculum for our SIFE students, such as fundamentals of science. Our special education students are programmed into a collaborative team teaching setting, where they receive additional support.

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.

There are two bilingual guidance counselors who offer small group counseling and a wealth of resources for low achieving students and their parents.

Through the grade nine advisory program, students receive ongoing college preparation and lessons focusing on study skills, as well as peer mentoring.

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

We strive to place the most highly qualified teachers in vacancies in our school, and/or assist our current teaching staff in becoming highly qualified. We use a variety of strategies, including outreach to CFN #107, job fairs, professional contacts, universities and the Fellows Program. Our interview committee comprised of teachers and administrators evaluates each teaching candidate quite carefully. Every prospective hire is expected to present a lesson to a class and to the interview committee faculty before any offer of employment is

presented. In addition, ongoing professional development occurs in all departments throughout the school year and in the summer, as well as mentoring for new teachers..

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

Ongoing CFN #107 network workshops for teachers on content area topics as well as bilingual education, special education, suspension issues, and related services.

Ongoing CFN #107 network workshops for support staff such as attendance personnel, guidance staff, secretaries and paraprofessionals.

Subject-specific monthly professional development meetings.

Intervisitation to schools with best practices regarding SIFE and Long Term ELL students.

An on-site consultant from Lehman college who works with content area teachers regarding teaching strategies and integrating technology.

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

We use a variety of strategies, including outreach to the CFN #107, job fairs, professional contacts, universities and the Fellows Program. We also publish high-quality brochures which tout the successes of our school and ask current staff members to distribute them to personal contacts with a teaching license who might be an excellent fit for our school.

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

In addition, we have special ELL Parent/Student orientations in June and August for these students.

Campus parent coordinators work together and do ongoing workshops for parents throughout the year on facing issues with teenagers.

Parents actively participate in the Summer Bridge Program which is held in July for incoming ELL freshman.

We offer ongoing computer and ESL classes on Saturdays for parents.

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

N/A

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

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

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

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

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

HSHCS partners with the following organizations:

- Isabella Geriatric Center (IGC) Located next door to the school, IGC provides HCS with internships for students and space for events for students and staff.
- Columbia-Presbyterian Hospital. The hospital maintains a clinic on site that provides mental and physical health services to our students.

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 program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			\$636,246	True	1, 2 & 3
Title I, Part A (ARRA)	Federal	Yes			\$63,774	True	1,3
Title III	Federal	Yes			\$32,360	True	1, 3
C4E	State	Yes			\$234,105	True	1,3
IDEA	Federal	Yes			\$65,112	True	1, 3
Tax Levy	Local	Yes			\$3,159,436	True	1, 2, 3

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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 have seven (7) students in temporary housing.

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

These students will receive additional counseling services as well additional basic school supplies. In addition, there will be increased parental outreach attempts made to ensure that the students' basic transportation and food needs are being met. Lastly, these students will receive additional AIS services as needed.

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	High School for Health Careers and Sciences					
District:	6	DBN:	06M468	School		310600011468

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		84.8	87.1	85.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	213	209	244				
Grade 10	198	187	171				
Grade 11	117	139	157				
Grade 12	136	119	138				
Ungraded	6	4	1				
Total	670	658	711				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.9	96.0	93.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	68.2	88.4	87.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	29	5

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	39	69	6

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	1	0	0	Principal Suspensions	69	47	79
# in Collaborative Team Teaching (CTT) Classes	42	37	53	Superintendent Suspensions	5	5	1
Number all others	42	46	37				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	113	98	TBD	Number of Teachers	49	47	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	11
# receiving ESL services only	95	95	TBD	Number of Educational Paraprofessionals	1	1	1
# ELLs with IEPs	11	31	TBD				

These students are included in the General and Special Education enrollment information above.

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
	15	23	72	% fully licensed & permanently assigned to this school	98.0	95.7	98.0
				% more than 2 years teaching in this school	67.3	76.6	91.7
				% more than 5 years teaching anywhere	44.9	48.9	66.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	86.0	85.0	89.6
American Indian or Alaska Native	0.1	0.0	0.3		94.2	100.0	98.0
Black or African American	7.5	8.7	9.1				
Hispanic or Latino	91.2	89.4	88.5				
Asian or Native Hawaiian/Other Pacific	0.3	1.1	1.0				
White	0.9	0.9	1.1				
Male	49.0	51.2	51.3				
Female	51.0	48.8	48.7				

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
Improvement Year 1				Comprehensive
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	74
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White						-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				v	vsh	
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	66.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	14.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	40					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

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

CEP RELATED ATTACHMENTS

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

File Name - 28_06M468_110110-165815.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 CFN 107	District 06	School Number 468	School Name HS for Health Career
Principal Harris Marmor	Assistant Principal Ellen Campeas		
Coach N/A	Coach N/A		
Teacher/Subject Area Zhicheng Zang/ESL	Guidance Counselor Elizabeth Arrendell		
Teacher/Subject Area Barbara Gortych/ESL	Parent Jose Garcia		
Teacher/Subject Area Ramon Estevez/ESL	Parent Coordinator Elsa Roman		
Related Service Provider Camen Sanchez	Other Jose Soriano/Social Studies		
Network Leader Nancy Scala	Other Lisette Parra/Foreign Language		

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

C. School Demographics

Total Number of Students in School	710	Total Number of ELLs	237	ELLs as Share of Total Student Population (%)	33.38%
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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.

PART II

Following are the steps our school takes for the initial identification of those students who may possibly be ELLs:

1.
 - a)
 - After the parent registers their child, they complete the HLIS survey (Home Language Identification Survey).
 - In addition, an informal oral interview is also given to the parent. Mr. Zhicheng Zang, our ESL coordinator and/or a bilingual guidance counselor is the person responsible for the oral interview. The HLIS and the LAB-R if necessary, is administered by the ESL coordinator. Our parent coordinator, Elsa Roman, assists Mr. Zang in the interview process as interpreter. Mr. Zang is a licensed ESL teacher with seventeen (17) years experience.
 - If the HLIS and information from the informal interview indicate that a language other than English is used in the home, students are administered the LAB-R (Language Assessment Battery) within ten (10) days of registration.
 - According to the scores on the LAB-R a student is either eligible or ineligible for ESL services.
 - Once a student is determined eligible for ESL services, parents are notified in writing (in a Parent Entitlement Letter) and invited to attend a Parent Orientation session. The parent coordinator sends these letters out to the parents.
 - b)
 - A student's score on the NYSESLAT exam determines their continuation as an ELL student.
 - Students are evaluated annually using the NYSESLAT exam.
 - The entire ESL department works together with the AP ESL and the ESL coordinator to administer this exam.
 - A calendar is created by the entire ESL team (AP, ESL coordinator and four ESL teachers) to determine when to administer each component of the NYSESLAT within the given window.
 - The ESL coordinator works with the team in the prepping, administering and the packing up of the NYSESLAT.
2.
 - A parent orientation takes place within ten days of the student's registration into our school. The orientation is administrated by the school's parent coordinator and a pedagogue. Orientations are ongoing throughout the school year.
 - Each orientation includes a video presentation which informs the parent/guardian of the three (3) ESL program choices being offered in the NYC school system. Ample time is provided for a question and answer session. A great attempt is made to provide all materials in the parent's native language.
 - If a parent/guardian selects a particular program which is not presently being offered at our school, we inform them that they have two choices: they can either wait until we have twenty students for the same program in two contiguous levels (at that point we will provide a teacher for the program) or they have the option of having their child attend a school which is currently offering the program of their choice. It is our responsibility to communicate with the parents once we have enough students to open up a particular program.
 - Once the parent/guardian has gone through the entire orientation process, they are given a Parent Assurance Survey and Program Selection form. Forms are returned to us by either the student or the parent.
 - At the High School for Health Careers and Sciences, parents have the choice of two separate ESL programs: TBE (Transitional Bilingual Education) and Freestanding Monolingual ESL.

- If a parent should neglect to choose a program for their child, the child is automatically placed in a TBE program by default.
 - Students are placed in the program that their parent selected based on availability and parent preference.
 - At that point, a parent receives a Placement Letter.
- 3.
- Our parent coordinator ensures that Entitlement Letters are sent to parents of ESL entitled students.
 - As stated above, parents are given both a Parent Assurance Survey and a Program Selection form at the Parent Orientation session.
 - Both parents and students bring the Program Selection forms back to us.
 - We have one hundred per cent (100%) retrieval of Parent Selection forms.
 - Also, as stated above, in the event that a Parent Selection form was not to be returned to us, the student would then be placed in a TBE (transitional bilingual education class) by default.
- 4.
- As stated above, we try to place a child according to parent preference and availability. Also, as stated above, we inform parents as to the availability, or lack thereof, of a program the parent might want for their child. We inform them that they can either wait until we have twenty (20) students who are waiting for the same program (in two contiguous grades) or opt for a school which provides the program of their choice. We keep an Excel file record of all parent choice letters as well as keeping copies. We monitor the information in the event that we would have to open up a class. We also use this data for the BESIS report. A continuation of services letter is sent to parent annually. In the event the parent wants to change their child's program, they must make an appointment with the school administration and the ESL coordinator.
 - All consultation/communication is done in the parent's native language.
- 5.
- After reviewing the Parent Survey and Parent Selection form for the past few years, the trend in program choices that the parents have selected appears to be TBE over Free Standing Monolingual ESL. In school year 2009 - 2010, 114 parents chose TBE and 84 selected Free Standing Monolingual ESL. In school year 2010 - 2011, 131 parents chose TBE and 106 parents selected Free Standing Monolingual ESL.
6. To the best of our knowledge, we have worked diligently to fulfill all parent requests for program models.

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	Tot #
Transitional Bilingual Education										54	43	26	8	131

(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										38	27	26	15	106
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	92	70	52	23	237

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	237	Newcomers (ELLs receiving service 0-3 years)	115	Special Education	24
SIFE	74	ELLs receiving service 4-6 years	72	Long-Term (completed 6 years)	50

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	89	38	3	38	20	2	4	0	0	131
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	26	3	2	34	12	7	46	1	10	106
Total	115	41	5	72	32	9	50	1	10	237

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										54	43	26	8	131
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	54	43	26	8	131

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	
Chinese	0	0	0	0	0	0	0	0	0	0	
Russian	0	0	0	0	0	0	0	0	0	0	
Korean	0	0	0	0	0	0	0	0	0	0	
Haitian	0	0	0	0	0	0	0	0	0	0	
French	0	0	0	0	0	0	0	0	0	0	
Other <u>0</u>									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
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										33	25	25	14	97
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2	0	1	0	3
Haitian														0
French										3	2	0	0	5
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other													1	1
TOTAL	0	38	27	26	15	106								

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.

A. Programming and Scheduling Information

1. How is instruction delivered?

a)

The organizational model used in our ESL program is self-contained for all ESL classes except those ESL classes with ELL students who have an IEP. In ESL classes, for students who have an IEP, we use a CTT model.

b)

Our ESL classes are un-graded. We look at proficiency levels vs. grade levels when programming.

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)?

Students' ESL instructional minutes are determined by their proficiency levels which on the NYSESLAT exam.

- Students who are in the Free Standing Monolingual ESL program receive 360 minutes/week of ESL when they are BEGINNERS
- These students receive 360 minutes/week of ESL when they are INTERMEDIATE
- These same students receive 180 Instructional minutes/week of ESL when they are ADVANCED.
- In addition to the 180 ESL instructional minutes of ESL they receive per week, ADVANCED ESL students also receive 180 minutes of ELA/week.
- Students who are in the TBE ESL Program receive 360 minutes of ESL instruction per week when they are BEGINNERS
- They receive 360 minutes of ESL instruction per week when they are INTERMEDIATE

- They receive 180 minutes per week of ESL instruction when they are ADVANCED
- In addition to their ESL instructional minutes students are receiving in the TBE ESL Program, they receive NLA (Native Language Arts) as well.
- BEGINNERS in the TBE program receive 60-90 instructional minutes of NLA daily
- INTERMEDIATES in the TBE program receive 45-60 minutes of NLA instruction daily.
- ADVANCED students in the TBE program receive 45 minutes of NLA daily.

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.

- ELLs who are in the Free Standing Monolingual program receive all of their content area classes in their target language.
- ELLs who are in the TBE ESL program, receive their content area classes in their Native language with planned changes and adjustments throughout the year. Our bilingual content area teachers are using a structured model in their classrooms:

1) For the first two months of the school year (September and October), our content area TBE teachers use 100 % Native Language instruction with English vocabulary in the form of bilingual word walls.

2) TBE instruction in November and December is determined by how well their students did the first two months. If they did well, the next two months starts off with Structured Code-Switching of vocabulary words only.

3) In January and February, the TBE content area teacher starts the lesson in English with a summarization of the lesson in the native language.

4) During March and April, all strategies used during the first 6 months remains, with the addition of the teacher summarizing the lesson in English. The teacher also paraphrases the students' responses in English.

5) May and June continues the same strategies from the rest of the year plus having students produce some of their work in the target language.

6) In the fall of the following year, teachers use a 50/50 model and work towards 60/40. (60 % target language/40 % Native language)

4. How do you differentiate instruction for ELL subgroups?

a) Describe your instructional plan for SIFE students.

Our SIFE program focuses basically on students in grade nine. These students are programmed for all content area classes with a bilingual teacher. We are in the process of creating a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills only.

During the spring semester 2011, SIFE students will be programmed for one and a half hours of enrichment (literacy And mathematics) after school three days per week and three Hours on Saturday mornings. The After-School and Saturday Enrichment Program incorporates small group instruction for more individualization.

Fluency in academic English and Native Language Arts is the primary goal of our SIFE program. Through ESL and content Area teachers' collaboration, students will learn Native Language Arts, as well as English to improve their skills.

b) Describe your plan for Newcomers

1) Our ESL teachers of newcomers (0-3 years of service) use the TPR (Total Physical Response) approach. A command system of language is used in order to develop strong receptive language. The teacher instructs the students to respond physically rather than verbally and speech emerges naturally. This approach uses explicit speech, visual and physical clues to help students comprehend second language input. Teachers "act out" concepts and vocabulary using this approach,

to help students internalize new vocabulary or grammatical features in the target language. Our ESL teachers have been trained in Q-Tel and use many Q-Tel strategies when teaching our newcomers. Teachers use various scaffolding activities which are gradually removed once students show evidence of advancement in their language acquisition. Newcomers are prepped carefully for taking the NYSESLAT exam for the first time. Our teachers of Newcomer ELLs make sure to tie the students' heritage into the curriculum so that there is pride and a connection to their native language and culture.

2) ELLs who must take the ELA Regents after one year.

At this time, ESL students with only one year of exposure to English must take the same ELA exams (8th grade and ELA Regents exam) as native English speakers. We work very closely with these students to prep them for this important exam. We apply all of the ESL testing accommodations such as

- Time extensions
- Separate location
- Third reading of listening section
- Bilingual glossaries and Dictionaries
- Simultaneous use of English and Alternative Language editions.

Teachers tutor students who must take the ELA exam in each of the tasks. We use short stories instead of novels for Task 4 (Critical Lens), which seems to be easier to digest for Our ELLs. We use after school tutoring and Saturday school To work with our ELLs on preparation for this specific exam.

c) ELLs 4-6

In many ways, this is our most important subgroup. We work closely with this group of students in order to prevent them from becoming Long Term ELLs. Teachers review the YOS, the RLAT and the RNMR to better serve our ELLs and make instruction individualized for them based on their strengths and weaknesses. Once teachers know which components a student needs to work on, they can better create instruction for that student. ELLs who have reached proficiency in one performance area, but still needs to reach proficiency in the other, are given intense review in their area of deficit. After school tutoring and Saturday school is encouraged for all ELLs, especially those who fall into this sub-category.

d) Long Term ELLS

Our long term ELLs are a challenge. In many ways they appear to be proficient because their spoken language is advanced. Unfortunately, these are students who may have achieved a level of proficiency in one performance area , but only a level of advanced in the other for several years running. Others keep getting repeat scores of advanced or less, in both performance components on the NYSESLAT. They are very close to proficiency but it continues to elude them and they become extremely discouraged, fearing that they will never become a "former" ELL. Their classroom teachers work closely with them, specifically on their area(s) of weakness. Motivation at this time is key. We explain to our Long Term ELLs the gravity of their situation and how it will affect them in their future academic lives. All ESL staff work diligently to prevent our Long Term ELLs from dropping out. The statistic for ELLs dropping out of high school is very high: 28.9 %. Teachers make themselves available in many ways: providing extra tutoring, encouragement and "pep" talks, setting up appointments to speak with guidance counselors and often a whole family approach. We do not get additional funding for these students, but we continue to serve them and try to get them to be proficient English speakers.

e) ELLs with Special Needs

Our ELLs with Special needs receive instruction in a Collaborative Team Teaching setting. (CTT) We have an ESL teacher working in

conjunction with a special education teacher so that all areas of the students needs are being met. Students are being taught a target language with the necessary supports of special education. Small group instruction is given daily within the whole class setting. The Special education teacher will write out whatever the ESL teacher is saying or speak out whatever the ESL teacher is writing to ensure understanding. Materials and books are modified to better fit the needs of these students. NYSESLAT preparation is continually incorporated into the ESL/Sped. curriculum using special education strategies and supports.

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

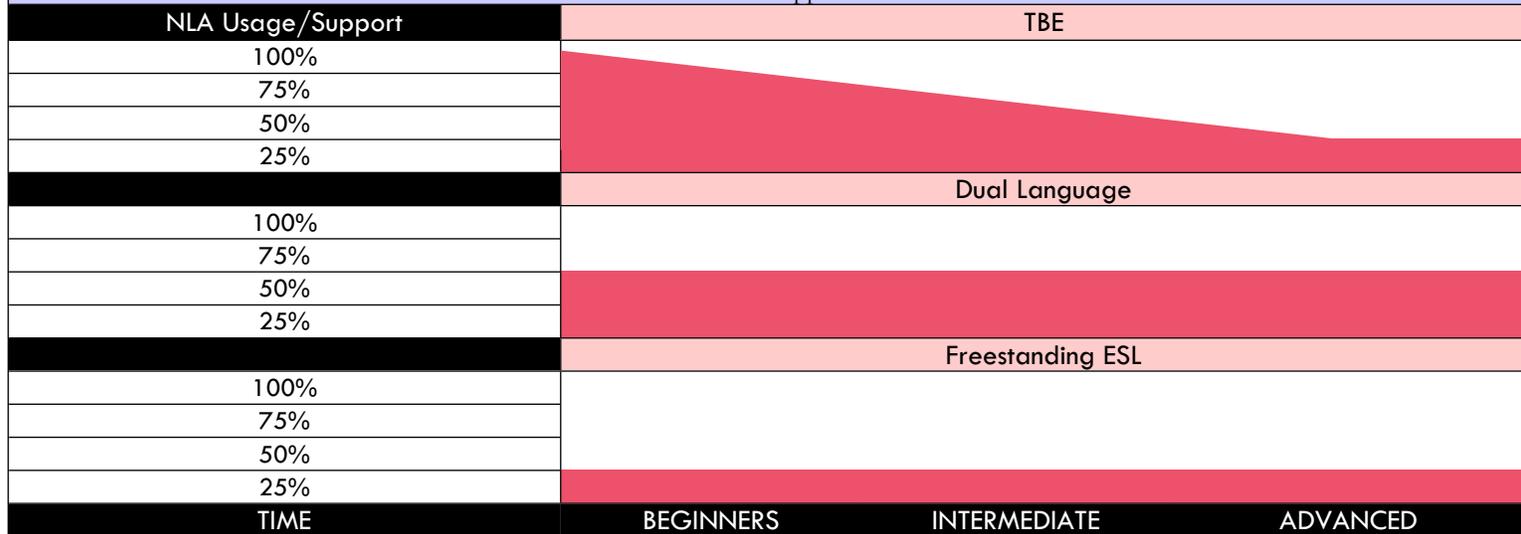
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

5. At the current time, Cristina Melendez from our Children's First Network is visiting our school weekly to work with our ESL department and our content area teachers (TBE) in creating methods of targeted intervention for each ELL subgroup. So far, we have met 5 times and are still laying out the foundations for our intervention program. We are working to infuse this program into the strategies already being used by these teachers.

6. Our school has one transitional ELA class for ELLs who have reached proficiency on the NYSESLAT. Many of these students, who are now technically Former ELLs, have not yet passed the English Regents. We use the majority of time in our transitional ELA class to help our students reach proficiency (65) on the ELA Regents. For the most part, the majority of Former ELLs who are in our transition classes, end up passing the ELA Regents. We provide testing modifications for our former ELLs for 2 years.

7. We began using the TeenBiz Achieve 3000 reading program in the spring semester 2010 and we will continue to this program throughout the 2010-2011 school year. We have seen much success for ELLs with this particular reading program

8. At this time, there are no programs/services for ELLs which will be discontinued

9. ELLs are offered equal access to whatever programs our non-ELL students are offered. ELLs make up approximately 33% of our entire student body and are a very visible part of all activities. Our Title III afterschool tutoring and Saturday school is available to all ELLs. Any other club and committee is announced bilingually in order for ELLs to be informed of their existence.

10. All ELL subgroups (Newcomers, 4-6 YOS, Long Term ELLs, Former ELLs, SIFE and ELLs with special needs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a huge number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and UpFront Magazine with our ELL students. These materials are used with all ELL subgroups in all content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use their Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons. The internet is utilized as well.

11. Native Language support is used in both of the programs that our school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for our students in all of their content

area classes (for TBE) and ESL classes (both TBE and ESL). Teachers who are Spanish speakers will use a minimum of Spanish in their classrooms only as a Native Language support.

12 . Yes.

13. Every summer, our school provides a three week Bridge Programming for newly enrolled freshman ELLs. The program is taught by a licensed ESL teacher and focuses on two important areas: acclimation, transition to high school and language enrichment. The program is usually theme based by week with culminating trips which are connected to themes. Students leave this program with many of the tools needed to start high school.

14. The High School for Health Careers and Sciences offers Spanish both as a required foreign language and as an elective to our ELLs and non-ELL 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)?

N/A

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.

1. All ESL personnel have been trained in Q-Tel, part 1. We intend to have the same teachers trained in future Q-Tel workshops for more ESL instructional support. The Achieve 3000 program comes with several PD days. Our teachers have attended 2 days thus far and will attend 3 days of PD in the spring. At these workshops, the teachers have learned to analyze the data from Achieve 3000 and utilize it to better serve the needs of their students. Lastly, the ESL teachers and AP Humanities have recently formed an after-school Inquiry Group to concentrate on questions relating to ESL data and student achievement.

2. ESL staff have all of the JHS data relating to the incoming ninth grade students, so they have information regarding the NYSESLAT modalities and length of service for each student. They are also attuned to student levels, so that program changes can be made if necessary.

3. Period 9 on the first two Mondays of each month is when our faculty meeting and department meetings occur. A portion of each of these meetings is devoted to imparting information regarding our ELL students and the ESL department. In this way, we more than exceed the required 7.5 hours (as per Jose P.) of faculty PD on ELLs.

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?

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)										39	26	6	1	72
Intermediate(I)										34	24	27	11	96
Advanced (A)										19	17	22	11	69
Total	0	0	0	0	0	0	0	0	0	92	67	55	23	237

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										20	17	4	1
	I										29	17	12	3
	A										17	9	12	3
	P										32	24	21	16
READING/ WRITING	B										38	25	6	2
	I										35	25	29	8
	A										18	16	19	13
	P										1	1	1	0

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

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

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
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	31	0	12	0
Math <u>Algebra</u>	40	25	16	9
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	50	34	35	12
Physics				
Global History and Geography	26	52	18	5
US History and	15	11	6	3

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
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)	0							
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.

- The only exams that we use in high school is the LAB-R and the Spanish Lab. Early literacy skills would apply to elementary school.
- When analyzing the data patterns on the NYSESLAT, we are able to see that the majority of students show growth from year to year. Many times, an ELL will have growth within the same performance level. For example, a student may score as a Beginner in one year, and then as a Beginner again the next year. It would appear that no growth has been gained. When we look at the scores closely, we are able to see that there was growth, even within the same performance level. It also appears that ELLs fare far better on the Listening and Speaking modality than they do on the Reading and Writing modality. Many times, we have students who have reached proficiency in Listening and Speaking, but have scored as an Advanced or Intermediate in Reading and Writing. The majority of students who take the LAB-R are

school, as well. Beginning in the Spring of 2010, we have been using Achieve3000 with all of our ELL students. Through the use of the internet, email and current events, this individualized reading and writing program has been most helpful for our students. In September we worked closely with a data specialist from the Achieve 3000 company, to see how our students fared after only one semester of using this program. It pleased us greatly to see the success of this program. A great number of ELLs went up several reading levels. In addition, all of our ELLs have subscriptions to the New York Times student magazine UpFront, which like Achieve 3000, focuses on improving reading and writing skills.

4. a) We look closely at the data from our Regents exams to see whether our ELLs are more successful taking these tests in English vs. their native language. On last years Math Algebra Regents exam: 40 ELL students took this exam in English, 16 passed (40%). Whereas 25 ELLs took the same exam in their native language. 9 ELLs passed (36%). For the Global History and Geography Regents: 26 ELLs took the exam in English, 18 passed (69.2%), whereas 52 ELLs took the same exam in their native language and only 5 passed (9.6%). For Living Environment: 84 ELLs took the exam. 50 took the exam in English. 35 passed (70%) whereas 34 took the exam in Spanish and only 12 passed (35.3%). For last years United States History and Government Regents, 15 ELLs took the exam in English. 6 ELLs passed (40%), whereas 11 ELLs took the same exam in their native language. Only 3 passed (27.2%). The trend shows that ELLs taking Regents exams in English versus their native language are more successful in passing these exams in English.

b) As far as the periodic assessment is concerned, teachers and school administrators would like to use the results to accomplish more effective programming of students and more homogeneous groupings of students in the classroom.

c) When analyzing the data for our ELLs on the McGraw-Hill Acuity exam, we found that much of the data was unavailable. The results we did find did not give a true picture of how our ELLs are faring. Our ELLs fared very well on the NYSESLAT this year (we had over four times the amount of students reaching proficiency this year than the prior year), but seem to lag behind on this diagnostic exam. The data we were able to view was for only two ESL classes, and those classes appear to do less well than compared to the school and district. Their familiarity with this exam is minimal which may explain the lower scores. Native language supports are always employed during all classes and all testing.

5. Not applicable. We do not have a Dual Language program at our school.

6. The two ways we access the success of our ELL programs is by looking at both the NYSESLAT and the ELA Regents exam. In 2009 we had an 8% passing (reaching proficiency) on the NYSESLAT. This past year, 2010, we had 20.4% passing on the NYSESLAT. In numbers this is 11 ELLs reaching proficiency in 2009 versus 36 ELLs reaching proficiency in 2010. On the ELA Regents exam, we had 31 ELLs taking the exam with 12 ELLs passing which comes to 38.7% ELLs passing the English Regents. The school uses teacher-made assessment tools for the purposes of assessing early literacy skills of the ELLs. The data provided by the early literacy tools provides additional information besides the NYSESLAT in order to place students correctly in ESL levels.

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.

***As far as the Native Language Test is concerned:

Native Language speakers take this test annually each spring, however the results of this test are not reported back to the school.

E. Parental Involvement

1. All parents are encouraged to be involved in our school activities: parents of ELLs and non-ELLs alike. Our parent coordinator, Ms. Elsa Roman, is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently working on creating a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in English language and basic computer skills. Parents are always invited and encouraged to accompany their child's classes on trips. Ms. Roman, in conjunction with the other parent coordinators on our Campus, are offering a special program called "We are New York." This program is offered every Wednesday evening at the George Washington Educational Campus. It is sponsored by Mayor Bloomberg's office and teaches English (conversation) to the parents of our students. In addition, our parent coordinator is offering 12 daytime courses for adults in Spanish which are free of charge. This is sponsored by the Community Health Initiatives Program for the Center for Community Health and Education of the New York Presbyterian Hospital and Columbia University. This 12 session course is entitled: Family Life and Sexual Education. In addition, there will be an 8 session parent course offered in Spanish entitled: How to Manage Stress. More parent workshops are being planned for

Additional Information

the spring semester. All correspondence with parents is translated into the native language. In addition, all parents workshops and meeting with parents always have a translator present.

2. The High School for Health Careers and Sciences partners with Children's Arts and Sciences, a Washington Heights based CBO/agency which provides free parent workshops on topics of interest and classes and trips for students. We have partnered with this organization for over 7 years. In addition, another partner is We Are NY. Our Parent Coordinator is in the process of creating new partnerships for our school.

3. Our Parent Coordinator will be using the day and evening of Parent/Teacher conferences to distribute a parent needs assessment questionnaire. The responses she receives will help her when creating parent workshops, trips and classes.

4. As written above, the needs assessment questionnaire informs us as to what our parents are looking for in terms of informational classes, activities and trips.

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		