



**Department of  
Education**



**HEALTH OPPORTUNITIES HIGH SCHOOL  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (07/ BRONX/ 670)  
ADDRESS: 350 GERARD AVENUE  
TELEPHONE: (718) 401-1826  
FAX: (718) 401-1632**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 07X670      **SCHOOL NAME:** Health Opportunities High School

**SCHOOL ADDRESS:** 350 Gerard Avenue

**SCHOOL TELEPHONE:** (718) 401-1826      **FAX:** (718) 401-1632

**SCHOOL CONTACT PERSON:** Carron Staple      **EMAIL ADDRESS:** cstaple@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Carron Staple and Annie Martins

**PRINCIPAL:** Carron Staple

**UFT CHAPTER LEADER:** Jeffrey Piekarsky

**PARENTS' ASSOCIATION PRESIDENT:** Maribel Santiago

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Jessica Lopez, Jovanny Vargas and Jessica Matos

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 07      **CHILDREN FIRST NETWORK (CFN):** #206

**NETWORK LEADER:** Jayne Godlewski

**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
<b>Carron Staple</b>	*Principal or Designee	
Jeffrey Piekarsky	*UFT Chapter Chairperson or Designee	
Maribel Santiago	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sandra Barrett	DC 37 Representative, if applicable	
Jessica Matos-Grade 12 Janee Jones-Grade 12 Jovanny Vargas-Grade 12 Jessica Lopez-Grade 11	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Annie Martins	CSA/Assistant Principal	
Peter Borock	Member/Teacher/Chairperson	
Christina Gonzalez	Member/Teacher	
Sandra Haydak	Member/Guidance Counselor	
Debra Bradley	Member/Parent	
Clothilda Higgs	Member/Parent/Vice President	
Sandra Lopez	Member/Parent	
Nodia Chambers	Member/Teacher/Secretary	

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

\* 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.

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At Health Opportunities High School, we are committed to achieving academic excellence, global awareness, and skills for community leadership. Our standards-driven instruction and our health-related core courses will enable all students to acquire job-related skills, explore issues of self-awareness, forge interpersonal relationships, and accept community challenges in order to respond to the demands of global citizenry.

Health Opportunities is a theme-based academic comprehensive school for grades 9-12. Our goals are to ensure that every student meets or exceeds New York State Standards in English Language Arts, Mathematics, Science Global Studies, and United States History, graduates in four years, is exposed to a variety of health career opportunities, and has the opportunity to pursue higher education. We offer the AVID program to foster greater academic achievement. Our dedicated faculty and staff work diligently to foster the academic and social development of every student.

Students are introduced to health careers in all curriculum areas and through our general health, health careers, anatomy and physiology, psychology, and forensic science classes. Students are required to serve the community through an internship of at least 120 hours, through our partnerships with Hostos Community College, area hospitals and clinics, and over fifty other organizations. The internships enable our students to learn about future careers in health and medicine. We offer, in addition to our comprehensive selection of high school courses, rigorous Advanced Placement courses. Students may also take college-level courses through the College Now Program of Hostos Community College, either at schools or on the college campus.

We offer a variety of extra-curricula activities through East Side House Settlement, our community-based organization. Activities include athletics (including basketball, baseball, and soccer), dance, cheerleading, and art. Through our Teen Choice Program, students train to become peer educators in HIV prevention. Students also serve the community through our Red Cross Club. We have a chapter of the National Honor Society. Inductees perform a variety of community service activities. We also have a variety of clubs: Build-On, (students help build schools in developing nations), Multicultural Club, and History through Film.

For the past five years, over ninety percent of our graduates have been accepted and enrolled in colleges and universities. Students receive college and career advisement through the College Bound Program. We are committed to supporting life-long learning in health, medicine, and other academic areas of interest to our students.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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					
<b>School Name:</b>	Health Opportunities High School				
<b>District:</b>	07	<b>DBN #:</b>	07X670	<b>School BEDS Code:</b>	320700011670

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					83.6	85.9	89.5		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					95.4	96.3	94.0		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					73.6	74.2	86.0		
Grade 8									
Grade 9	220	213	190	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	215	228	198	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	82	95	128		6	16	10		
Grade 12	106	95	111						
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					9	15	13		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes	32	37	32				
No. in Collaborative Team Teaching (CTT) Classes	9	18	40	Principal Suspensions	163	251	73
Number all others	36	42	28	Superintendent Suspensions	14	20	12
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	43	48	45	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	02	04	12	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	38	44	42
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	14	15	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	5	5
	20	23					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100.0
American Indian or Alaska Native	0	0	0.4	Percent more than two years teaching in this school	66	57.8	71.0
Black or African American	37.5	36.7	35.5	Percent more than five years teaching anywhere	48.7	44.4	65.7
Hispanic or Latino	59.8	60.8	61.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	2.0	2.2	Percent Masters Degree or higher	77	76	84.2
White	1.1	0.5	0.1	Percent core classes taught by "highly	87.6	100	100.0
Multi-racial	---	----	----				

DEMOGRAPHICS							
Male	27.6	28.9	28.5	qualified” teachers (NCLB/SED definition)			
Female	72.4	21.1	71.5				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:						
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>						
	Basic	Focused	Comprehensive				
In Good Standing (IGS) Improvement (year 1)	✓	✓	✓				
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>				
	ELA:		ELA:	In Good Standing✓			
	Math:		Math:	In Good Standing✓			
	Science:		Grad. Rate:	In Good Standing✓			
<b>This school’s Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				✓	✓	✓	✓
<b>Ethnicity</b>							
American Indian or Alaska Native				----	----	----	
Black or African American				✓	✓	✓	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino				✓	✓	✓
Asian or Native Hawaiian/Other Pacific Islander				----	----	----
White				----	----	----
Multiracial				----	----	----
<b>Other Groups</b>						
Students with Disabilities				----	----	----
Limited English Proficient				----	----	----
Economically Disadvantaged				✓	✓	✓
<b>Student groups making AYP in each subject</b>				✓	✓	✓

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	P
Overall Score	53.1	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment (Comprises 15% of the Overall Score)	C	Quality Statement 2: Plan and Set Goals	P
School Performance (Comprises 25% of the Overall Score)	D	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress (Comprises 60% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	+2 FOR ELLs and Regents Diplomas	Quality Statement 5: Monitor and Revise	U with Proficient Features
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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 school's 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?
- 

Health Opportunities High School is a school in good standing that serves 612 students with the following demographics: 72.4% female, 27.6% male, 61.0% Hispanic, and 35.5% Black. Of the 623 students we serve, 82% are eligible for free or reduced lunch, which allows our school to receive Title 1 funding.

There are several trends that create **challenges** for our school:

- Over 70% of the students who attend our school come to us performing below grade level in reading and math. These students require additional instructional support and academic intervention.
- It becomes a yearly challenge to prepare students to take Regents exams, when the majority of them do not come to school academically prepared to handle rigorous high school work.
- The poor Regents scores and overall school-wide scholarship clearly show evidence that our students are struggling in Integrated Algebra and Geometry, with a significant deficits in both areas. This year the students also struggled with the Earth Science and Living Environment regents exams.
- Our students also have difficulty with understanding content vocabulary and with writing in general (specifically response to literature essays, critical lens questions, and document based questions)
- The number of students living in temporary shelters has doubled since last year 2008-09.
- The number of over-age and under-credited students entering as first time 9<sup>th</sup> graders, or transfers into 10<sup>th</sup> grade has doubled since last year 2008-09.
- The increased enrollment for our school continues to cause over-crowding and shared space concerns on the campus. Facilities created for one school are now shared by two schools and continues to cause administration from both schools to have concerns such as: lack of classroom/instructional space, scheduled lunches as early as 9:30 AM, and as late as 1:15 PM, over-crowded hallways, an inability to create a cohesive campus where we can share resources because we have been forced to create 3 time schedules in order to physically share the campus instructionally.
- We have been forced to excess teachers, dissolve our entire AP Program, cancel some extended-days clubs and activities, and cut AIS classes in ELA and Math due to budget cuts.

- We downsized from 4 guidance counselors to 2 which directly impacts the ratio of students per counselor. Again, these major decisions affect the amount of time we can spend with students, but at this time we have no funds to afford a low student-to-counselor ratio.

The greatest accomplishments over the years, is that despite our challenges:

- The school has maintained consistency in leadership for the past 6 ½ years and has kept the same principal. This consistency has helped to bring cohesiveness to a school that had 9 new principals in fifteen years.
- The school has remained in good standing since September 2004 when it was removed from the SINI list.
- Our school's overall yearly attendance has improved each year from 83.4% in 2007 to our current statistic of 89.6% for the 2009-2010 school year.
- Our school has doubled the amount of students graduating with Advanced Regents diplomas and Regent diplomas since June 2008. In June 2010 we had
- Our school continues to improve Regents scores in social studies (Global and US History) and English as evidenced by our regents report.
- Our school continues the tradition of student service learning since its inception in 1993, and is now a firm partner with the NYC Department of Aging- Gerontology Program, a major contributor and supporter of our student health internship and intergenerational program. Many students take advantage of the Hostos Community College Now Program and other more intense internships that lead to certification as a Pharmacy Assistant and/or Certified Nursing Assistant.
- The school has completed the three year certification process for becoming an official AVID school, and is now a certified school. This special program (AVID) Advancement Via Individual Determination addresses and maximizes the needs of students who academically range in the "middle" and at times get overlooked, because a school may be focusing on the lowest and highest achievers, and has become a coveted and well respected program because of its proven results. June 2010 marked the first graduation of AVID students.
- Our school was very proud to be a member of the REACH program, a program that supported our offerings of Advanced Placement (AP) classes in English Language, English Literature, European History, Biology, US History, and Spanish Language. Although we have been proud to have been a member of the REACH program where low-income and at-risk students are recognized for taking these rigorous classes and monetarily rewarded for performing well on AP exams, we can no longer afford to offer any Advanced Placement classes due to budgetary concerns.



## 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.

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1. Instructionally, the students are not performing well in all areas of Math. Specifically, the students have poor regents grades in Integrated Algebra, Geometry and Algebra 2/Trigonometry.

The passing Regents rate in Math are as follows:

- a) Integrated Algebra: 35%
- b) Geometry: 37%
- c) Algebra 2/Trig: 15%

2. In addition, the students did not score well in Living Environment and Earth Science.

The passing Regents rates in Science are as follows:

- a) Living Environment: 56%
- b) Earth Science: 17%

An action plan will be used to address how we can increase student performance in these areas listed 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):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Regents 2010 statistics show that math grades across the board are very low. While the Geometry 2010 Regents did see gains from the June 2009 regents, the passing percentage rate was still low. Therefore, our goal is that by June 2011, the students taking Geometry will demonstrate progress toward achieving state standards as measured by a 3% increase in students scoring a 65% and above on the Geometry Regents exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: All Grades: School-Wide</p> <ul style="list-style-type: none"> <li>▪ We will continue with the Aussies to provide external content assistance and professional development for Math teachers.</li> <li>▪ All students in the same courses will use the same resources (texts, review books, manipulatives) to maintain uniformity and allow for teachers teaching the same classes to work and co-plan together.</li> <li>▪ Complete diagnostic SCANTRON to gain information on student levels and readiness.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1 funds will be used to pay for professional development both internal and external. NYSTL funds will be used to purchase necessary textbooks, NYSTL software funds will be used to purchase software for technology incorporation. Funds scheduled in OTPS will help to buy manipulatives and other materials necessary to run the classes.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The indicators of success will be as follows:</p> <ul style="list-style-type: none"> <li>▪ Benchmark exams will be given to students four times per year to monitor student progress. Diagnostic months (September, November, February, April)</li> <li>▪ Midterm exams in January 2011</li> <li>▪ Acuity regents predictive exams</li> <li>▪ Snapgrades electronic gradebook for additional monitoring</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Item Analysis for each test</li> </ul>
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**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the passing rate on the Living Environment and Earth Science Regents Exams. Data from the scholarship reports show that students are passing courses, but are not being successful on the exams. Therefore, our goal is that by June 2011, the students taking Living Environment and Earth Science will demonstrate progress toward achieving state standards as measured by a 10% increase in their regents exams scores.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to increase the passing rate:</p> <ul style="list-style-type: none"> <li>▪ Teachers will be given the same pacing guide and will be expected to maintain uniformity</li> <li>▪ Test-taking skills should be taught in all classes</li> <li>▪ Students’ assessments should be reflective of what they will encounter on the regents exams</li> <li>▪ Seminar classes will focus on test-taking as well as content area material</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>▪ Title 1 PD funds will be used to provide teachers with professional development that will help them teach test taking skills and enhance the strategies they use with students</li> <li>▪ NYSTL funds will allow to purchase books (review and test-taking)</li> <li>▪ Software funds will help to purchase test-taking software</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The indicators of success will be as follows:</p> <ul style="list-style-type: none"> <li>▪ Benchmark exams will be given to students four times per year to monitor student progress. Diagnostic months (September, November, February, April)</li> <li>▪ Midterm exams in January 2011</li> <li>▪ Acuity regents predictive exams</li> <li>▪ Snapgrades electronic gradebook for additional monitoring</li> <li>▪ Item Analysis for each test</li> </ul>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**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		182	182	47	20	0	15	120
10		72	43	25	25	0	15	118
11		46	33	34	25	0	15	85
12		0	0	50	10	0	12	10

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>· In order to improve our students’ writing skills we provide all of our 9<sup>th</sup> grade students, including students with disabilities, with strategies from “Writing Matters” to assist in the writing process, which can be generalized across genre assignments as well as across content area.</li> <li>· Grade 9 students at or above grade level (ELA 3 and/or 4) take an English class geared to support the U.S. History curriculum via carefully selected pieces of literature and the application of structures learned to enhance and make their written responses clear, cohesive, and compelling.</li> <li>· As part of their professional assignments (circular 6), ELA teachers are assigned to tutor students (grades 9-12 including students with disabilities), in the Library, during student lunch periods in order to efficiently and effectively optimize the delivery of service. In addition, ELA tutoring will be offered once a week after school.</li> </ul>
<b>Mathematics:</b>	All students needing extra help in passing math regents will be offered seminar classes. These classes will be given during the school day and will focus on test-taking skills and strengthening understanding of concepts. In addition, PD strategies learned from PD will be strongly incorporated into the seminar classes.
<b>Science:</b>	All students needing extra help in passing the Living Environment and Earth Science regents will be offered seminar classes. These classes will be given during the school day and will focus on test-taking skills and strengthening understanding of concepts. In addition, PD strategies learned from PD will be strongly incorporated into the seminar classes.
<b>Social Studies:</b>	<ol style="list-style-type: none"> <li>1. Global History Seminar class meets every day as part of the students’ daily schedule. This seminar targets students who failed the Global History exam at the end of the 10<sup>th</sup> grade, and helps each student to focus on the specific areas of weakness that caused them to score poorly.</li> <li>2. Global and united States History tutoring is conducted daily in the Library during lunch hours. Tutoring sessions assist and support students struggling with specific content, and/or support students who need additional; support as an extension of Global History Seminar.</li> <li>3. An item analysis of all the exams of the students scored below on Global History and the United States History Regents exams. All students are interviewed about their experience when they took the exam. The teachers of both Global History Seminar and Social Studies</li> </ol>

	<p>tutoring are provided with the data on which particular skills should be addressed in preparing students for successful passing of the exams. This practice insures student's individual progress, addresses the professional goal of student-centered learning and differentiated instruction.</p> <ol style="list-style-type: none"> <li>4. "Humanities Partnership": partnerships with ELA teachers to align English Language Arts and Social Studies curricula, essay writing expectations, and interdisciplinary projects. This is facilitated during common unit planning between English and Social Studies Departments. Teachers work closely on the Essay topics and themes discussed in the Social Studies courses and the skills needed to successfully complete the task provided by the ELA courses. Implementation of the new Humanities curriculum by adjusting the Social Studies courses and including the works of literature that help students to become global citizens and broaden their horizons.</li> <li>5. Program of targeted groups of the incoming 9<sup>th</sup> graders who are studying United States History aligned with modified English curriculum. Students are scheduled to take United States History and Government Regents Exam at the end of the academic year 2010-2011. The program is constructed to emphasize the skills and knowledge inherited from the Middle School Social Studies curriculum.</li> </ol>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Our two Guidance Counselors provide small-group (varies) and one-to-one services (daily as per needs of students). In addition, counselors do grade-level (one class period every six weeks) and classroom presentations (one class period every one to two weeks). Every six weeks guidance counselors meet with students who failed two or more classes and their parents. Students who failed four or more classes are placed on academic probation and have to submit daily progress report to their guidance counselors. We have a full-time College Advisor through the Young Women's Leadership Foundation (College Bound) who ensures that our at-risk students have every opportunity</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>School Psychologist provides one-to-one services to at-risk students during the school day as well as review cases presented at Pupil Personnel Team Meetings in order to ascertain appropriate pre-referral at-risk strategies to support students.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The SBST Social Worker provides one-to-one services to at-risk students two days per week during the school day. The school-based Morris Heights Clinic Social Worker provides one-to-one services to students referred by other staff.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The school provides a school-based clinic supervised by staff from the Morris Heights Health Clinic. The Clinic staff includes a Physician's Assistant, Social Worker, Health Educator, and Medical Assistant. We also have a Condom Availability Team</p>

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

*NCLB/SED requirement for all schools*

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

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**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:** 45 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers:** 1      **Other Staff (Specify)**

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative** (see attached narrative at the end of the CEP)

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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**Section III. Title III Budget**

School: Health Opportunities High School 07x670

BEDS Code: 320700011670

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$3000.00	For the ESL teacher: \$43.34 per session rate per hour x 58 hours + 476.00 fringe=\$3,000.00
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(\$1,000)	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(\$9,500)	Headphones, MP3 players, and laptops were purchased. To engage students, particularly beginners and intermediate students in independent reading, and to assist with decoding, we will order high interest books in audio and print sets.
<b>Educational Software (Object Code 199)</b>	(\$0)	
<b>Travel</b>	(\$0)	
<b>Other</b>	(\$1,500)	These fund will be used to pay for students to attend educational trips to enhance their learning such as the Tenement Museum
<b>TOTAL</b>	<b>\$15,000</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

**The results of the family language survey along with information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community.**

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.

**We have determined through our survey that our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages. These findings are expressed orally and in writing to all administrators and staff to ensure parents and guardians that require interpretation services, receive it. The school has also posted in a conspicuous location at entry, a huge poster that covers all the languages parents can expect interpretation services in.**

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

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

**All information that is sent home to parents is translated into Spanish which is the language that was identified as most common (after English) in our school. Our translations are done by in-house school staff fluent in the Spanish language.**

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.  
**All parents/guardians who visit the school building are provided with oral interpretation services by in-house school staff fluent in the Spanish language. During special activities such as parent-teacher conferences, award ceremonies, open houses, etc, there are always personnel available to provide oral interpretation whenever it is necessary. In addition, the school sends phone messages to the homes of all children via the School Messenger phone system. All messages to parents are sent in multiple languages.**
  
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>.

**The school community is aware that there is free written and oral translation services available. We have posted signs for the school to see, and the Parent Bill of Rights has been made available to everyone.**

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	614, 732	161, 748	776, 480
2. Enter the anticipated 1% set-aside for Parent Involvement:	6, 147	1,618	7,765
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	30, 734	*	
4. Enter the anticipated 10% set-aside for Professional Development:	61, 473	*	

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-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **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.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

## 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 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.

## Our school has no funds to consolidate.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						

**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.

**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.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)**

**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 schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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 9 ( Not Applicable)**

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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

### **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.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

# **Language Allocation Policy Narrative**

## **Spring 2010**

### **Part I: School ELL Profile**

The Language Allocation Policy Team at Health Opportunities High School (HOP) in district seven consists of the principal Carron Staple, an assistant principal (Linda O'Connor), the ESL teacher (Jennifer Bohner), an ELA teacher (Maura Brady), a social studies teacher (Ramon Cabrera), a science teacher (Christina Gonzalez), and the parent coordinator (Kayla Familia). We receive support from our ICI LSO through our Network Leader, Jayne Godlewski and the instructional team from CFN #206.

At Health Opportunities we have three native language/foreign language teachers as well as one ESL teacher, all of which are fully certified and highly qualified, that service 41 mandated ELL students out of 623 students which is approximately 6.6% of the school's population.

### **Part II: ELL Identification Process**

When students transfer into HOP from outside of the NYC DOE, their parents/guardians come into HOP within the first ten days of enrollment and complete the Home Language Survey. This is administered by the ATS specialist and the parent coordinator who are both Spanish/English bilingual. If the results of the Survey indicate the student may lack English proficiency, the LAB-R is administered by the ESL teacher. If the LAB-R results indicate the student is LEP, the family is informed that the student will be placed in our ESL program. At this time, in addition to describing our ESL program, the parent coordinator would also explain the other two program options available in NYC schools and let the guardians know they have the option of seeking other placement with a program they prefer. If meetings must be conducted with parents who have home languages other than Spanish, we procure translation services from the Office of English Language Learners (OELL). All information that is sent home to parents is translated into Spanish which is the language that was identified as most common (after English) in our school. Our translations are done by in-house school staff fluent in the Spanish language.

Via mail, each parent of an ELL receives the parent survey and program selection form, which identified the students as requiring bilingual or ESL services. Parents were asked to complete the form and select their first, second, and third preferences. The majority of our parents of LEP students have requested our ESL program. Parents want their students to achieve academically in our mainstream Regents-based program. Our freestanding ESL program aligns with parents requests.

All of our LEP students take the NYSESLAT annually. We review the results each summer and program students for ESL classes and services based on their score. Students who pass may still receive services and testing modifications for two years if their parents request it.

### **Part III: ELL Demographics**

#### Demographics

At Health Opportunities High School, we presently are serving 41 English Language Learners. None of these are SIFE. HOP offers Freestanding, Self-Contained ESL classes to their ELL population, however, the classes are not provided by grade but by proficiency level and mandated duration. Twelve of our ELLs are in ninth grade, twenty two are in tenth grade, five in the eleventh grade, and two in twelfth grade. We have one beginner class, two intermediate classes, as well as two advanced classes and we are in the process of transiting to a combination of Self-Contained and Push-In services by way of Co-Teaching in the content area classes. According to the NYSESLAT scores our ELL population consists of three beginners in the ninth grade and one beginner in the tenth grade; five intermediates in the ninth grade, six in the tenth grade, one in the eleventh and one in the twelfth grade; four advanced in the ninth grade, fifteen advanced in the tenth, four in the eleventh and one twelfth grade. Of all the ELLs being served at HOP four of our ELLs are beginners, thirteen are intermediate, and twenty-four are advanced. The large majority of our ELLs are long-term (24 students with more than six years of ELL instruction) and have Spanish as their home language. In addition, we have two students who speak Bengali and two who speak French.

#### Programming

HOP has a free-standing ESL program. All ESL classes are un-graded, based on English proficiency rather than grade-level. We have one certified ESL teacher, Ms. Bohner, who teaches three ESL classes: beginner, intermediate, and advanced. The beginners receive three 45-minute periods of ESL daily, the intermediate students receive two 45-minute periods daily, and the advanced students receive one 45-minute period daily. All 10<sup>th</sup> through 12<sup>th</sup> grade students take ELA and Spanish in addition to ESL. Beginners receive ELA instruction within their three-period ESL block.

Content courses are taught in English. Content teachers and Special Education teachers who teach ELLs use a variety of SIOP methods to help their students access English such as slowing down their speech, writing instructions, providing notes on the board or overhead, contextualizing with visuals and, providing hands on learning experiences such as labs in science and manipulatives in math. Content teachers also group students so that ELLs with lower CALP have access to bilingual students who can help support them. In addition, the ESL teacher sits in on classes to offer feedback and meets with content teachers as well as Special Education teachers to discuss issues and strategies. The ESL teacher, recognizing that many ESL students struggle particularly in Social Studies and Sciences, is considering setting up in class tutorials modeled after AVID tutorials. We do not have Bilingual nor Dual Language programs.

### Professional Development

School personnel will work together to identify vocabulary and develop instructional strategies geared towards ELL students. One of our focus groups for this year's Inquiry Team is intermediate ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier two and three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students. In addition, the ELL teacher along with the members of the inquiry team will attend ICI LSO ELL Teacher Series entitled *Pathways to Academic English for ELLs* workshops for ELL vocabulary acquisition. The team, during professional development, will turn-key what they have learned and share strategies from these workshops with the content-area teachers working with ELLs.

All ELL personnel participate in workshops and presentations (facilitated by the ICI LSO during professional development days as well as off site) which include working on building academic language in the content classrooms using strategies by Jeff Zwiers as well as presentations by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address

approaches based on current theory and research as well as provide insights and practical guidance. These workshops offer many practical activities and classroom examples as well as a wide range of tips to help teachers integrate language development into content area instruction and assessments.

School personnel, including guidance counselors, are provided workshops and support by the ISC and the ICI LSO to assist ELLs as they transition into high school. Personnel are also provided with time to case conference and discuss the particular needs of individual students.

All personnel participate in workshops (facilitated by the ICI LSO during professional development days to comply with the ELL training as per Jose P.) which include working on building academic language in the content classrooms using strategies by Jeff Zwiers as well as by Lillian Wong Fillmore that teach strategies to weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance in the following areas:

- a. Developing an additive approach that builds on students' existing ways of learning and communicating
- b. Modeling and scaffolding language used by content area materials in language arts, history, science and math
- c. Designing effective assessments and lessons with language in mind
- d. Strengthening the intertwining strands of language, literacy, and content learning
- e. Deconstructing “juicy” paragraphs and sentences using Tier II words to learn Tier III vocabulary

### Parental Involvement

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

Both quantitative and qualitative approaches are implemented in order to assess parents' needs. These approaches consist of distribution of surveys, meetings held with the administration and appropriate staff. The results of the family language survey along with

information obtained from personal contact with parents provide us with a good idea of the language demographics of our school. This data is then used to make decisions as to how we establish and maintain contact with our parents. Based on our findings, we know we must provide information to our parents in multiple languages. The school has a procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PA meeting flyers, and SLT flyers and notices are translated into the languages that represent our school community.

The needs of the parents are addressed by creating professional developments, forums, events, cross cultural support, conferences and workshops for parents and staff. Parents are also sent a school newsletter monthly in order to keep them abreast of all school activities and accomplishments. We have determined through our survey that the majority of our parents need to be communicated with in English and Spanish, and have provided all school information and communications in both languages. These findings are expressed orally and in writing to all administrators and staff to ensure parents and guardians that require interpretation services, receive it. The school has also posted in a conspicuous location at entry, a huge poster that covers all the languages parents can expect interpretation services in.

## **Part IV: Assessment Analysis**

### Review of Assessment Data

Our students' strongest section was speaking; however, many of them are experiencing a stall in reading and writing, particularly as they reach the advanced level of proficiency. In response to this, Ms. Bohner tailors her instruction to meet the students' areas of need. In preparation for the upcoming NYSESLAT in spring, Ms. Bohner recognizes the need for greater instruction in areas of weakness (reading, writing, and listening). She designs lessons that incorporate activities that enable her to assess student progress in all four modalities.

After reviewing our ELLs' Regents Exam results, we found they performed very well on their Spanish exams. They did relatively well on the Integrated Algebra Regents, but had relative difficulty on the on Global History, English, Living Environment, and United State History exams. There seems to be an indirect correlation between students' test scores and the amount of writing skills required on those

tests. Ms. Bohner will address these needs by teaching content-area vocabulary and literacy strategies. We recognize the need for more professional development for our content-area and Special Education teachers who have ELLs in their classrooms.

We are addressing the needs of ELLs in various subgroups and areas of need:

- Newcomer ELLs are immersed in English-speaking content area classes in addition to their mandated free-standing ELL instruction.
- Long-term ELLs are evaluated by the school to determine their particular needs (e.g. writing skills, at risk, or difficulty with particular state assessments).
- In terms of ELLs with special needs, in conjunction with their ESL services they receive services as per their IEPs. However, we seek assistance in meeting their significant needs that are, primarily, not related to language acquisition.
- Students who have reached proficiency level on the NYESLAT are encouraged to remain in ESL classes as a means of extra support (in addition to their mainstream content area classes).
- We engage in thoughtful programming to ensure that we provide the mandated number of instructional minutes according to students' proficiency levels.
- Our explicit ESL and ELA instruction features the reading of essays, textbooks, newspapers and magazines, non-fiction works, and electronic data. In addition, students are required to write essays, make lists and outlines, and conduct research for reports, as well as listen to and participate in class discussions. Ms. Bohner, the ESL teacher, focuses on reading comprehension strategies; including elements of the Ramp Up to Literacy Program (she has received Ramp Up training).
- Spring semester, we are piloting a co-teaching approach where tenth grade ELLs will be taking a Humanities block that combines Global, ELA, and uses ESL strategies. The ESL teacher will push into the Humanities block to co-plan, co-teach and provide additional ESL-related support in the classroom.

Our ESL teacher, other content-area teachers, Special Education teacher, APs, and guidance counselors maintain regular contact with the parents of our ELL students. We endeavor to provide a welcoming atmosphere for all parents. Our parent coordinator, Ms. Kayla

Familia, does an outstanding job of welcoming, contacting, and meeting with parents. We encourage all parents, including the parents of ELL students, to take part in our Parent Association and School Leadership Team. We also offer a Saturday morning computer skills class to parents.

All of our students, including Special Education and ELL students are required to perform volunteer work in the community through our health internship programs. We currently have over twenty partnerships with community organizations and health care facilities. We also encourage our students to take advantage of extra-curricular activities, many of which are sponsored by our community-based organizations (such as CHAMPS, SOBRO, and Citizens' Advice Bureau).

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

# Health Opportunities High School Parental Involvement Policy 2010-2011

## **ATTACHMENT G**

### **Title I Parent Involvement**

#### **Six Requirements to Build Parent Capacity**

*Title I, Part A, Subpart I, Section 1118(e)*

*“To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part -”*

1. Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children.
2. Shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities and 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;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the

extent practicable, in a language the parents can understand;

6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

### **Additional Options for Building Parent Capacity**

*Title I, Part A, Subpart I, Section 1118(e)*

*“To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part -”*

1. may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

2. may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

3. may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

4. may train parents to enhance the involvement of other parents;

5. may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

6. may adopt and implement model approaches to improving parental involvement;

7. may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

8. may develop appropriate roles for community-based organizations and businesses in parent involvement activities;

**Health Opportunities High School  
SCHOOL-PARENT COMPACT  
2010-2011**

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

This school-parent compact is in effect during the 2010 – 2011 school year.

**REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

**Provisions bolded in this section are required to be in the Title I, Part A school-parent compact.**

**School Responsibilities:**

**The Health Opportunities High School (07X670) will:**

- 1. 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:**

**We will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

**We will use effective methods and instructional strategies that are based on scientifically-based research:**

- Increased the amount and quality of learning time, such as credit recovery programs, after-school tutoring and summer school program.**
- Provide and enriched and accelerated curriculum**
- Meet the educational needs of historically underserved populations.**
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the state academic standards. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation.**

- **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the requests of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**

2. **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:

*The fourth week of October for the fall semester. October 28 for evening conference from 5:30 – 8:00, and October 29<sup>th</sup> for the afternoon conference from 12:15 – 2:45*

*The third week of March for the spring semester. March 17<sup>th</sup> for the evening conferences from 5:30 – 8:00, and March 18<sup>th</sup> for the afternoon conferences from 12:15 – 2:45*

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

*A) Report cards will be distributed 6 times per year, and progress reports will be distributed once per marking period.*

*B) Parents can also go on SnapGrades.com to view their child's progress at anytime during the year and are encouraged to set up individual appointments with guidance counselors and teachers if necessary.*

*C) Parents who have a child with promotion-in-doubt, will be called in for individualized meetings with the guidance counselor and AP Guidance to determine what academic support the student needs to be promoted to the next grade and/or graduate on time with their respective cohort. Alternative methods that lead to graduating on time with cohort, may be discussed if a student is over-age and under-credited and/or not accumulating credits in a timely manner.*

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

*Parents should make appointments to see staff: the teacher, counselor, or an administrator so that the staff member will be available to see them and give them the proper time needed to discuss their child. The Parent Coordinator is available from 8-4 daily, if a parent prefers to talk with the parent coordinator.*

5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities,** as follows:

*Parents are encouraged to visit the school at anytime to speak with their child's teachers, or to observe classroom activities. The school does not limit when a parent can visit. For parents who want to volunteer, the school requests that the parent be fingerprinted and go to 65 Court Streets for an official DOE Identification Card. As much as we encourage volunteerism, the school reserves the right to ensure that any adult volunteering/working in the school has meet DOE approval.*

## **Parent Responsibilities**

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

**Describe the ways in which parents will support their children's learning, such as:**

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Provide students with the necessary tools/materials requested by the school.
- Active support of the school's rules and regulations.
- Supporting the school's uniform policy.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Health Opportunities High School					
<b>District:</b>	7	<b>DBN:</b>	07X670	<b>School</b>		320700011670

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		83.6	85.9	85.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		95.4	96.3	94.7
Grade 6	0	0	0				
Grade 7	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	213	188	182		73.6	89.9	89.1
Grade 10	228	195	164				
Grade 11	105	122	125	<b>Students in Temporary Housing - Total Number:</b>			
Grade 12	95	111	138	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	0		6	16	22
Total	641	616	609	<b>Recent Immigrants - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	15	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	37	31	23	Principal Suspensions	163	251	193
# in Collaborative Team Teaching (CTT) Classes	18	38	50	Superintendent Suspensions	14	20	12
Number all others	42	24	22				

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	0	0	TBD	Number of Teachers	38	44	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	15	12
# receiving ESL services only	48	39	TBD	Number of Educational Paraprofessionals	4	3	5
# ELLs with IEPs	4	12	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
	20	23	75	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
				% more than 2 years teaching in this school	66.7	57.8	69.0
				% more than 5 years teaching anywhere	48.7	44.4	52.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	76.0	90.5
American Indian or Alaska Native	0.0	0.3	0.2	% core classes taught by "highly qualified" teachers	87.6	100.0	95.3
Black or African American	36.7	34.9	36.9				
Hispanic or Latino	60.8	61.4	60.6				
Asian or Native Hawaiian/Other Pacific	2.0	2.3	2.3				
White	0.5	0.2	0.0				
<b>Male</b>	28.9	28.2	26.9				
<b>Female</b>	71.1	71.8	73.1				

#### 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

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

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

#### Individual Subject/Area AYP Outcomes:

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

#### 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**	
<b>All Students</b>				v	v	v	65
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>			P
<b>Overall Score:</b>	58.4	<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>		Quality Statement 1: Gather Data			P
School Environment:	8.2	Quality Statement 2: Plan and Set Goals			P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals			P
School Performance:	13.7	Quality Statement 4: Align Capacity Building to Goals			P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise			UPF
Student Progress:	35				
<i>(Comprises 60% of the</i>					
Additional Credit:	1.5				

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>CFN 206</b>	District <b>07</b>	School Number <b>670</b>	School Name <b>Health Opportunities</b>
Principal <b>Carron Staple</b>		Assistant Principal <b>Linda O'Connor</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Jennifer Bohner/ESL</b>		Guidance Counselor <b>N/A</b>	
Teacher/Subject Area <b>Peter Borock/Social Studies</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>Christina Gonzalez/Science</b>		Parent Coordinator <b>Keyla Familia</b>	
Related Service Provider <b>N/A</b>		Other <b>Nodia Chambers/Spec. Education</b>	
Network Leader <b>Jayne Godlewski</b>		Other <b>Rebecca Wayzak/Science</b>	

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

### C. School Demographics

Total Number of Students in School	<b>610</b>	Total Number of ELLs	<b>52</b>	ELLs as Share of Total Student Population (%)	<b>8.52%</b>
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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.

Paste response to questions 1-6 here

1-4. At enrollment, the AP of ESL or a pedagogue who has been trained using the LAP Toolkit administers a Home Language Identification Survey (HLIS), translated into the applicable home language as necessary, to parents to determine what language the child speaks at home. Once schools staff collects the HLIS from parents and determine that a language other than English is spoken in the child's home, an oral interview is conducted by a trained pedagogue to ensure the student should take the LAB-R. If it is determined that the child must take the LAB-R, it is administered and scored within 10 days of the child's enrollment by the ESL teacher. If the child falls within the eligibility cut, the parent coordinator reaches out to the family immediately. She sends out entitlement letters, selection forms, and parent surveys and ensures that all of these are returned through outreach including but not limited to letters sent home with the student, phone calls, and if imperative a home visit. Additionally, the parent coordinator arranges for a member of the LAP team to meet with the families to watch the movie and discuss their options. All information that is sent home to parents is translated into Spanish which is the language that was identified as most common (after English) in our school. Our translations are done by in-house school staff fluent in the Spanish language. Thus far, we have not had the requisite number of requests to establish a bilingual or dual language program, so, students are placed in our ESL program based on their proficiency level. Each spring during the testing window, the ESL teacher administers the NYSESLAT to every eligible student in the school (according to data on the RLAT report). The results of this test are used to determine whether students continue to be eligible for ESL services. Those who score in the beginner, intermediate or advanced proficiency ranges, are placed in the respective ESL class.

5. As a result of the parent/guardian interviews the trend has been that 2009-2010 only one parent/guardian requested a bilingual program and this year only two families requested bilingual education of which only one parent/guardian visited other schools.

6. Historically, the majority of the families of LEP students have requested our Freestanding ESL program. Parents request that their students remain at our school to achieve academically in our mainstream Regents-based program. Therefore, our freestanding ESL program aligns with parents requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional														0

<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										26	13	7	6	52
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	26	13	7	6	52

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	16
SIFE		ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	25

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										
	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	Total
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 17	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 26	<input type="checkbox"/> 0	<input type="checkbox"/> 9	<input type="checkbox"/> 52
Total	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 17	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 26	<input type="checkbox"/> 0	<input type="checkbox"/> 9	<input type="checkbox"/> 52

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

**C. Home Language Breakdown and ELL Programs**

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>0</b>													

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	13	4	6	47
Chinese														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
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		1		2
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>13</b>	<b>7</b>	<b>6</b>	<b>52</b>								

## 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.

Paste response to questions 1-4 here

1a. Health Opportunities High School has a free-standing self contained ESL program. Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores.

1b. All ESL classes are un-graded (all students regardless of grade are in one class) and based on English proficiency rather than grade-level. Students programmed for our freestanding ESL program receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The goals of our ESL program are as follows:

\* Provide academic content-area instruction in English

- Using ESL methodology and instructional strategies.
- Using native language support to make content comprehensible.
- \* Incorporate ESL strategic instruction across the content area.
- \* Assist students to achieve the state-designated level of English proficiency on the NYSESLAT.
- \* Help ELLs meet or exceed New York State and City Common Core Standards.

In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided.

2. Students in our freestanding ESL program receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores) and strictly enforced. For grades 9–12, beginning students receive three units of ESL and intermediate students receive two. At the advanced level of English proficiency, students receive one unit of ESL and one unit of ELA

coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week. As per state regulations these minutes are distributed into equal daily allotments. Native language support is provided. Our ESL teacher is fully certified to teach both ESL as well as ELA and teaches All three ESL class levels: beginner, intermediate, and advanced. All 10<sup>th</sup> through 12<sup>th</sup> grade English Language Learners receive, in addition to their ESL/ ELA classes, Spanish classes. Often, students in our Freestanding ESL programs come from many different native-language backgrounds and English is the only common language among students.

3. Content courses are taught in English. Content teachers and Special Education teachers who teach ELLs use a variety of SIOP methods and rely heavily on scaffolding instruction. Teachers strive to incorporate, where appropriate, the six types of scaffolding that are included in Ida Walqui’s model:

- \* Modeling includes walking students through an interaction, doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.
- \* Bridging forges connection between new concepts and language and previous knowledge, a necessary component of all learning. Bridging occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students’ knowledge and experience.
- \* Contextualization of new concepts and language—often decontextualized in textbooks by embedding the new language in sensory experiences using realia, manipulatives, graphic representation, and verbal analogies familiar to students—help make what might be otherwise impenetrable language clear.
- \* Schema building develops understanding by helping students weave new information into pre-existing structures of meaning, a necessary component in organizing knowledge and understanding. Examples of schema building include previewing a text with students and using an advance organizer in preparation for a reading assignment or brief lecture.
- \* Text Re-presentation is the recreation of concepts and language from one genre into another. In representing information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text representation include asking students to transform scientific content into a friendly letter to a peer or family member, or changing a poem into a narrative, or a narrative into a play.
- \* Metacognition involves the learner stepping beyond the experience to reflect on the processes involved.

Metacognition includes consciously applying strategies while engaging in an activity; knowledge and awareness of strategic options and the ability to choose an effective option; and, monitoring and adjusting during performance and planning for a future performance based on prior performance of an activity.

The notion of scaffolding has long been a part of Health Opportunities' teachers’ vocabulary. However, those who teach ELLs have pursued these strategies more vigorously in the classroom. Scaffolding techniques have been used extensively, as needs arise, and students are encouraged to take more responsibility for their own learning as they gain academic and communicative competence in the target area. Teachers communicate the purpose and use of scaffolds to students in order for students can participate more fully in their learning tasks and eventually gain more independence in the use of these structures and processes.

In addition, teachers also employ other strategies such as slowing down their speech, writing instructions, providing notes on the board or overhead, and providing hands on learning experiences such as labs in science and manipulatives in math. Content teachers also group students so that ELLs with lower CALP have access to bilingual students who can help support them. In addition, the ESL teacher sits in on classes to offer feedback and meets with content teachers as well as Special Education teachers to discuss issues and strategies.

4. English Language Learners are entitled A full range of test accommodations which available to all ELLs and to former ELLs

for up to two years after passing the NYSESLAT. Accommodations include:

1. time extensions (i.e., time and a half of productive test-taking);
2. separate locations and/or small group administration;
3. bilingual glossaries and dictionaries (word-for-word translations only);
4. simultaneous use of English and other available language editions;
5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. written responses in the native language; and,
7. third reading of listening selections (only for the State English Language Arts assessments).

Aside from receiving accommodations, there is differentiation of instruction for ELL subgroups, which includes a writing skills class for those students scoring level 1 or low level 2.

a. There are no current SIFEs at this time.

b. Our newcomer ELLs (0-3 years), which consist of Freshmen, receive additional small group instruction/tutoring from their ESL teacher after their last class, extending their day. During this period students receive additional assistance and instruction with the understanding of content area materials as well as help with homework and test preparation. We are also piloting a program with the help of CHAMPS to pair our newcomer ELLs with a bilingual peer buddy that will help students acquire Basic Interpersonal Communication Skills (BICS).

c. Students with 4 to 6 years of service receive assistance from their ESL and Content area teachers twice a week and have access to high interest/low level texts in English as well as high interest native language text. Students work closely with a content area teacher and ELL teacher to strengthen skills in the content area and improve content vocabulary. We will also be piloting a program much like the one for our newcomers but with a focus on the students' Cognitive Academic Language Proficiency (CALPs).

d. Long term ELLs (completed 6 years) have equal access to tutoring. It has been determined that their status is a result of a stall (plateau) in their writing skills; to combat this need the school initiated a focus promoting Writing Matters. In addition, our long term ELLs tend to lack strong literacy skills and academic language. All of the students are in Intermediate or Advanced level classes that focus on the ELA curriculum to further develop skills in reading and writing, academic language, develop skills and strategies for managing with unfamiliar language and academic skills (study skills, vocabulary skills and time management). The ESL Teacher participates in ELA professional development opportunities as well as shares ESL strategies/techniques.

e. English Language Learners identified as having special needs are served as per their IEP; however, The ESL classes with IEP students also have a bilingual language paraprofessional to further assist in their language acquisition.

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

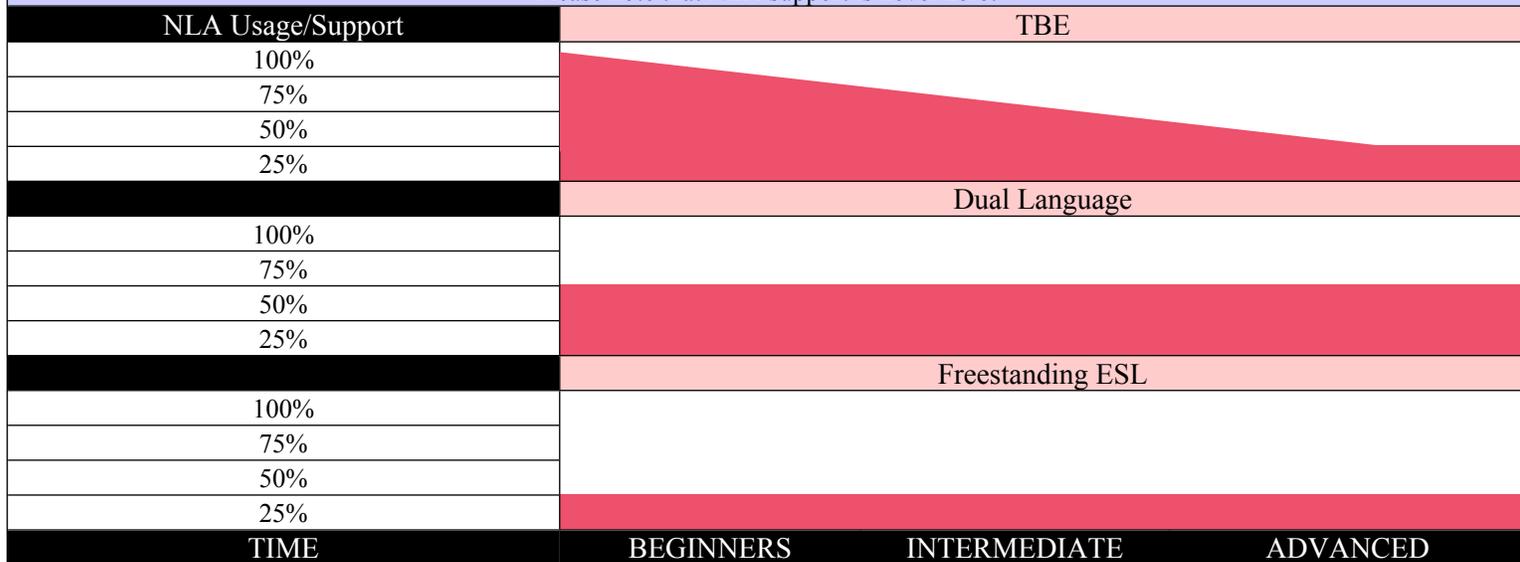
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### Native Language Arts and Native Language Support

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



### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5/6. The ESL teacher, recognizing that many ESL students struggle particularly in Social Studies and Sciences, and is setting up in-class tutorials modeled after AVID tutorials. The students are also offered tutoring from the the LAP team in History, Integrated Algebra, Living

Environment, and Earth Science as well as support for those students that also require special education services.

7. It has been considered and discussed that the ELL students would benefit, next semester, if the ESL teacher would push-in to the living environment class to service the ELL students more effectively.

8. N/A

9. All students, without exclusion, are afforded equal access to all school programs. All of our students, including Special Education and ELL students are required to perform volunteer work in the community through our health internship programs. We currently have over twenty partnerships with community organizations and health care facilities. We also encourage our students to take advantage of extra-curricular activities, many of which are sponsored by our community-based organizations (such as CHAMPS, SOBRO, and Citizens' Advice Bureau).

10. The ESL teacher models what is to be taught and encourages participation from all the students through hand-on activities as well as other tools that ensure positive interactions. The class is equipped with a laptop cart, video camera, audio books, a smart board, projector, leveled library, charts, maps, and an alternate placement paraprofessional that support the students with disabilities.

11. As per data, the most common language other than English in our school is Spanish. Therefore, students receive Free -standing ESL and native language support is offered ranging from level one to Spanish literature.

12. Students receive academic materials that are rigorous as well as age and grade level appropriate. scaffolding is used to build the students' academic abilities.

13. Before the school year begins ELL students are encouraged to come and visit the school. In August they are offered an orientation and a tour, by current and former ELLs as well as other bilingual students from AVID and/or the Honor Society, of the offices as well as the classrooms and the cafeteria. Questions are answered and students meet their classmates as well as acclamate to their new school environment.

14. The only language elective offered is Spanish Literature.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. During our Professional Development days, school personnel will work together to identify vocabulary and develop instructional strategies geared towards ELL students. One of our focus groups for this year's Inquiry Team is intermediate ELL students. Through collaborative effort, teachers will scaffold activities to build reading comprehension skills. Students will learn how tier two and three vocabulary is used in various subject areas. More importantly, teachers will establish unified expectations and strategies for their ELL students. In addition, the ELL teacher along with the members of the inquiry team will attend ICI LSO ELL Teacher Series entitled Pathways to Academic English for ELLs workshops for ELL vocabulary acquisition. The team, during professional development, will

turn-key what they have learned and share strategies from these workshops with the content-area teachers working with ELLs. All ELL personnel participate in workshops and presentations (facilitated by the ICI LSO during professional development days as well as off-site) which include an emphasis on building academic language in the content classrooms using strategies by Jeff Zwiers as well as Presentations by ICI LSO. Fill more that teach strategies weave academic language into the lessons. The workshops address approaches based on current theory and research as well as provide insights and practical guidance. These workshops offer many practical

**A. Assessment Breakdown**

**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)										9				10
Intermediate(I)										8	6	2	2	18
Advanced (A)										9	6	5	4	24
Total										26	12	7	7	52

b. Modeling and scaffolding language used by content area materials in language arts, history, science and math

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4			
	I										1			
	A										8	4		1
READING/ WRITING	P										13	9	7	5
	B										9	1		
	I										9	6	2	2
	A										8	6	5	4

Parents are highly involved in their children's education at Health Opportunities High School. They meet frequently with the parent coordinator to discuss their children's academic progress as well as any issues. The parent coordinator also hosts them for discussions

**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

procedure in place to ensure that all important documents, notices, parent newsletters, calendars, PTA meeting flyers, and ESL flyers and notices are translated into the languages that represent our school community

**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

**Part V: Assessment Analysis**

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

- 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.

- HOP uses the NYSESLAT, Scantron, Acuity and teacher-made assessment to assess the literacy skills of our ELLs. This data informs us that students struggle with comprehending tier two and three vocabulary. In addition, they struggle with inferencing and drawing conclusions. In their writing, they have difficulty supporting claims with sufficient evidence. This tells us that we need to a) intensify vocabulary instruction across the curriculum and require students to use the vocabulary in their writing and speaking, b) do more frequent modeling of and practice with inferencing, and c) model strong writing and require more writing from students across the curriculum.
- ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade a majority have become proficient in those modalities. However, they are slower to gain proficiency reading and writing. In the 9th grade they range evenly from beginning to advanced proficiency while in the 10th and 11th grades they plateau at the advanced proficiency level.
- Since students are making the least/slowest gains in reading and writing, they will receive more intensive reading and writing instruction in ESL and ELA courses. In addition, content teachers will provide reading and writing scaffolds.
- For the free-standing model: ELLs do well on the speaking and listening section of the NYSESLAT. By the time they reach 10th grade a majority have become proficient in those modalities. However, they are slower to gain proficiency reading and writing. In the 9th

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		