



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** HS FOR HEALTH PROFESSIONS AND HUMAN SERVICES

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M420

**PRINCIPAL:** ROBERT A. GENTILE

**EMAIL:** RGENTIL@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **MARISOL BRADBURY**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Robert Gentile	Principal	
David DiPadova	*UFT Chapter Leader	
Anita Ramkishun	*PA/PTA President	
Connie Sullivan	DC 37 Representative	
Shammi Akter	Student Representative	
Jennifer Wong	Student Representative	
Lena Eberhart	CBO Representative	
Kristin Erickson	CSA	
Paul Arguelles	UFT	
Touria Berrada	Parent	
Michael Burke-Andrade	Parent	
Bibiana Rodriguez	Parent	
Julia Schacht	Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- By June 2013, all math teachers, in teams, will develop and implement at least two CC-aligned instructional units and associated performance tasks, as evidenced by student work, teacher team assessment of student work, and modifications to written plans.

### **Comprehensive needs assessment**

The NYCDOE implemented specific instructional expectations for all schools for 2012-2013 in order to strengthen student work by examining curriculum, assessment and classroom instruction to support the move toward full implementation of the Common Core Standards.

An analysis of student work demonstrated that teachers are working toward greater alignment to the Common Core Learning Standards but have yet to fully do so across content areas. We see areas of success throughout the school, but are concerned with the constancy with which this is happening and understand that for students to truly master the math standards especially, we have work to do in cross-content alignment and in reinforcing standards across subject areas.

Our teacher and inquiry teams have begun to delve into deeper analysis of CCLS from the student work and other forms of data they bring to their meetings, but we have yet to establish firm protocols or common evaluation tools to enable them to fully engage in this work.

### **Instructional strategies/activities.**

- CCLS Professional Development for Assistant Principal-Math provided by Principal and by external support organizations, including our network, during the school year.
- Two CCLS teacher leads for each content area will be trained by the network and by our external consultant. These teacher-leads will turn-key training with content-area colleagues.
- Assistant Principal Supervision-Math and CCLS teacher-leads will lead the Math department to use the CCLS to develop a more rigorous and engaging written and taught curriculum.
- All faculty members in Math receive training necessary to use the CCLS to develop a more rigorous and engaging written and taught curriculum. This will include teachers receiving up to 50 hours per session, along with support from external consultants, to align existing curriculum with CCLS.
- Create study groups, using *Looking Together at Student Work*, to further refine and implement our existing protocols for looking at student work in Inquiry Teams.
- Regular cycle of inquiry once a week during which Math teacher teams use protocols for looking at student work products.
- Further develop instructional coherence through Math teacher teams developing standard-based rubrics which they use to guide students to higher proficiency, use to assess students' progress, and use to provide students with meaningful feedback.
- Math AP reports on progress in cabinet meetings and department meetings.
- Cycle of frequent, short observations that focus on teachers' ongoing improvement of effectiveness at using CCLS to increase rigor.

**Strategies to increase parental involvement**

**As a Title I school, we will:**

- Share information with parents about our school's educational program, the implementation of the Common Core Standards and our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9<sup>th</sup> grade Orientation, etc.)
- Provide increased links and resources for the CCLS via our website and communication protocols for parents on our school website.
- Use the Title I Parent Involvement money to conduct a parent retreat where we discuss the implications of the CCLS on instruction at HPHS.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- We will participate in all Common Core related professional development programs and workshops provided through the Network
- We will continue to participate in National, State and City programs for the development of effective Common Core aligned programs and instruction

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- By June 2013, all ELA, Science & Social Studies teachers, in teams, will develop and implement at least two CC-aligned instructional units and associated performance tasks, as evidenced by student work, teacher team assessment of student work, and modifications to written plans.

### **Comprehensive needs assessment**

The NYCDOE implemented specific instructional expectations for all schools for 2012-2013 in order to strengthen student work by examining curriculum, assessment and classroom instruction to support the move toward full implementation of the Common Core Standards.

An analysis of student work demonstrated that teachers are working toward greater alignment to the Common Core Learning Standards but have yet to fully do so across content areas. We see areas of success throughout the school, but are concerned with the constancy with which this is happening and understand that for students to truly master the literacy standards especially, we have work to do in cross-content alignment and in reinforcing standards across subject areas.

Our teacher and inquiry teams have begun to delve into deeper analysis of CCLS from the student work and other forms of data they bring to their meetings, but we have yet to establish firm protocols or common evaluation tools to enable them to fully engage in this work.

### **Instructional strategies/activities**

- CCLS Professional development for Assistant Principals-Supervision provided by Principal and by external support organizations, including our network, during the school year.
- Two CCLS teacher leads for each content area will be trained by the network and by our external consultant. These teacher-leads will turn-key training with content-area colleagues.
- Assistant Principals-Supervision and CCLS teacher-leads will lead the Literacy departments to use the CCLS to develop a more rigorous and engaging written and taught curriculum.
- All faculty members in Literacy content areas receive training necessary to use the CCLS to develop a more rigorous and engaging written and taught curriculum. This will include teachers receiving up to 50 hours per session, along with support from external consultants, to align existing curriculum with CCLS.
- Create study groups, using *Looking Together at Student Work*, to further refine and implement our existing protocols for looking at student work in Inquiry Teams.
- Regular cycles of inquiry once a week during which content teacher teams use protocols for looking at student work products.
- Further develop instructional coherence through content teacher teams developing standard-based rubrics which they use to guide students to higher proficiency, use to assess students' progress, and use to provide students with meaningful feedback.
- Each AP Supervision reports on progress in cabinet meetings and department meetings.
- Cycle of frequent, short observations that focus on teachers' ongoing improvement of effectiveness at using CCLS to increase rigor.

**Strategies to increase parental involvement**

**As a Title I school, we will:**

- Share information with parents about our school’s educational program, the implementation of the Common Core Standards and our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9<sup>th</sup> grade Orientation, etc.)
- Provide increased links and resources for the CCLS via our website and communication protocols for parents on our school website.
- Use the Title I Parent Involvement money to conduct a parent retreat where we discuss the implications of the CCLS on instruction at HPHS.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- We will participate in all Common Core related professional development programs and workshops provided through the Network
- We will continue to participate in National, State and City programs for the development of effective Common Core aligned programs and instruction

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- By June, 2013, 100% of Assistant Principals will implement our articulated protocols for formal and informal observations, including actionable feedback.

#### **Comprehensive needs assessment**

A review of our historic data around observations revealed that some of our teachers are not adequately addressing the concerns and recommendations by Principal and Assistant Principal to improve the delivery of instruction to students.

Over the past three years, one area of concern in instructional practice was that differentiated instruction was not embedded into the fabric of our instructional program school-wide.

As a school we feel it is imperative that we address common areas of deficiency within the instructional practices we have observed over time, and that the use of a research-based framework that allows us to target specific areas of concern is central to the development of our teachers.

#### **Instructional strategies/activities**

- Teachers will have opportunities to attend workshops that address each Danielson competency, as well as receive opportunities for collaborative planning and in-class support in implementing these competencies.
- Teachers will engage in a series of workshops throughout the year to better understand Danielson's *Framework for Teaching*, The Observation Process, and Meaningful Feedback.
- Commencing in September 2012, and continuing throughout the year, the Principal will provide workshops for Assistant Principals to expand their understanding of Danielson's *Framework for Teaching*, The Observation Process, and Meaningful Feedback. Develop a culture of excellence through my personal leadership of these workshops, and by modeling effective implementation of our articulated protocols for formal and informal observations, including meaningful feedback.
- Set clear expectations for short, frequent cycles of classroom observation that each AP is to achieve.
- Weekly leadership team meetings, in which I facilitate rigorous discussion and reflection on the observation process.
- Create a cycle of professional development and observations, focusing on the Danielson components that are highlighted in the Quality Review. Professional development will be available during school and after school, and will be provided by the Principal, Assistant Principals and an outside consultant, to maximize each teacher's opportunity to participate
- Create a cycle, within the existing school schedule, for teacher teams to engage in the inquiry process
- Use the school's Weekly Calendar to publish teaching strategies that teachers can use in their classroom which are aligned each week to the specific component from Danielson's *Framework for Teaching* which we are looking at.

#### **Strategies to increase parental involvement**

As a Title I school, we will:

- Share information with parents about our school's educational program, the implementation of the agreed-upon framework for supporting teacher effectiveness and of our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9<sup>th</sup> grade Orientation, etc.)

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Titled money may be used to support professional development programming purpose
- Titled funds may be used to provide professional development for teachers, administrators and other pedagogical staff

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Leverage an Internship Program through CDI, our CBO, to increase our College Ready Index by 5% by June 2013.

### **Comprehensive needs assessment**

Targeted students were identified by guidance counselors. There were two criteria:

- Students who were in danger of falling behind and who the counselor thought would benefit from the program
- Students who were “off track” based on the number of credits they earned – had not accumulated enough credits to be promoted to the next grade – but who were NOT LTA or likely to be discharged.

### **Instructional strategies/activities**

- CDI, our CBO partner, has designed a program to reengage these students, though a process of planning their future career and future college. This program is titled Career and Academic Readiness (CAR). It is hoped that through this process of career exploration, these students will make a link between academic success at high school, with college and career readiness.
- Students who successfully progress through each stage of CAR will then be eligible for a career related internship.

### **Strategies to increase parental involvement**

- Start the year with a “parent only” meeting during the first month of school, invite CDI staff so parents can experience the teamwork that is needed for student success
- Schedule “parent only” meetings through the year to build and maintain parent relationships, align guidance counselor and CDI staff with parent, and maintain parent information systems
- Provide parents with the materials and education they need to assist their child

### **Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

### **Service and program coordination**

- Coordinated planning can be accomplished by ensuring that staff members responsible are involved in planning for how Titled money will be used
- Titled money may be used to support professional development programming purpose
- Titled funds may be used to provide professional development for teachers, administrators and other pedagogical staff.

## **ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- In an effort to increase our four year graduation rate and to stay in line with the NYSED, we will increase our 9<sup>th</sup> grade lowest 1/3 promotion rate by 3% to 78.5%. This will be reflected in school transcripts and on our school report card.

### **Comprehensive needs assessment**

- 380 or 75.5% of our incoming freshmen in the lowest 1/3 were promoted to the 10<sup>th</sup> grade by the end of August 2012. The promotion percentage of all 9<sup>th</sup> graders was 88.1%.

### **Instructional strategies/activities**

- School administrators and guidance counselors use ARIS data to identify lowest third citywide students and provide this information to all teachers.
- All teachers receive further professional development to understand educational implications of lowest third classification.
- Professional development, in the forms of workshops, collaborative planning and teaching, and the inquiry process, will better equip teachers to provide appropriate instruction for students in this sub-group.
- Inquiry teams, in all content areas, will identify students who are at risk, devise and implement appropriate academic intervention, and monitor the progress that each student is making.
- Guidance counselors will identify at risk students, work with teachers to develop individual action plans for each student and monitor their progress toward credit accumulation.
- Teacher-teams, in each content area, will revise grading policy to ensure that students have the opportunity to make-up assessment work and re-take tests.
- Students and their parents will receive timely warning if a student is in doubt of accumulating a credit, together with a plan the student should follow in order to get back on track.

### **Strategies to increase parental involvement**

- Start the year with a “parent-only” meeting during the first week of school, invite resource staff so parents can experience the teamwork that is needed for student success
- Schedule “parent-only” meetings through the year to build and maintain parent relationships, align teacher with parent, and maintain parent education
- Provide monthly parent education tips that explain the concepts being taught and provide support materials that allow parents to help at home
- Set up school-wide parenting and teacher education classes, clearly communicate assessment goals and dates, share the results of assessment with parents
- Use a variety of assessment date to establish future goals for both home and school
- Provide parents with the materials and education they need to assist their child

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Coordinated planning can be accomplished by ensuring that staff members responsible are involved in planning for how Titled money will be used
- Titled money may be used to support professional development programming purpose
- Titled funds may be used to provide professional development for teachers, administrators, and other pedagogical staff

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Ramp-Up classes Regents Prep Pace Liberty Partnership Writer's Workshop Teacher Tutoring	Small group, levels 1 & 2 Small group One-to-one tutoring 11 <sup>th</sup> grade students Small group	Daily, during the school day Saturdays After school During the school day Tuesdays, after school
Mathematics	Pace Liberty Partnership Teacher Tutoring Regents Prep Double Period Class	One-to-one tutoring Small group Small group Level 1 & 2 students	After school Tuesdays, after school Saturdays Daily, during the school day
Science	Teacher Tutoring Pace Liberty Partnership Completion/makeup of labs Regents Prep	Small group One-to-one tutoring Small group Group	Tuesdays, after school After school Tuesdays Saturdays
Social Studies	Teacher Tutoring Teacher Tutoring Regents Prep Pace Liberty Partnership	Small group Small group Small group One-to-one tutoring	Tuesdays, after school Saturdays Saturdays After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor " " " " " " " "	Individual counseling Referrals to outside agencies Parent telephone conferences Referrals to alternative Placement Parent conferences	During/after school as needed As needed As needed As needed As needed

	“ “	Referrals to Social Worker and School Psychologist	As needed
	School Psychologist	Individual counseling	As needed
	Social Worker	One-to-one and group Counseling	As needed
	“ “	Referrals to outside agencies for individual and family counseling	As needed

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### Strategies for attracting Highly Qualified Teachers (HQT)

- Continue to utilize the Open Market system to develop a pool of HQT candidates to fill vacancies.
- Support untenured teachers with mentors and additional support from the respective Assistant Principals of Supervision.
- Offer differentiated opportunities for professional growth such as Advanced Placement seminars, CTE workshops, Common Core workshops, *Smartboard* training, eBooks workshop, Museum seminars, etc.
- Provide leadership opportunities for HQT such as: joining the Common Core Inquiry Team; presenting best practices to staff at department of staff meetings; leading a teacher team; creating formative assessments for a subject area aligned to CCLS; providing peer support with the CCLS for other teachers; becoming a point person for Regents Item Analysis Reports, *Skedula* and *ACUITY*.
- Form partnerships with traditional teacher education institutions and alternative licensure programs
- Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by NYCDOE and consultants from AUSSIE, SUCCESSFUL LEARNING GROUP AND SHANE PURSE ASSOCIATES. Through our intricate hiring process, our community has ensured that teachers' beliefs are aligned with the vision, mission and culture of our school. New teachers are supported by collegial mentoring programs and funding for self-identified Professional Development has been allocated to support pedagogical growth.

## PARENT INVOLVEMENT POLICY

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

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

To increase and improve parent involvement and school quality:

- a) The High School for Health Professions and Human Services will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents will participate as members of our School Leadership Team.
- b) The High School for Health Professions and Human Services will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - 1% of Title 1 funds will be used to plan for and present workshops on myriad topics: college application process, graduation requirements, the State and City Content and Performance Standards, gang awareness, SAT awareness, literacy training, CPR, computer technology, ARIS training, Pupil Path Training
  - Conduct annual school-wide conference on Title 1
  - Host monthly PTA meetings, provide refreshments for parents, provide translation services for parents, provide metro cards for parents
  - Parent year-end celebration

- c) The High School for Health Professions and Human Services will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via phone calls, emails, correspondence in a bi-lingual format, and Parents' Association newsletter, as well as through Pupil Path progress reports.

#### **Discretionary School Parental Involvement Policy Components**

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

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

#### **IV. Adoption**

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PTA.

## **School-Parent Compact**

### **School Responsibilities**

The High School for Health Professions and Human Services will:

- Post the State standards for academic subjects
- Post the academic and discipline standards of The High School for Health Professions and Human Services
- Post and advertise the requirements of Title I
- Post and advertise the School Parental Involvement Policy
- Enable parents to monitor academic progress through Pupil Path
- Establish and maintain a tutoring program in English and Mathematics
- Encourage parental involvement in school activities
- Refer students to counseling resources
- Have an annual meeting concerning Title I resources and activities
- Educate teachers, administrators, and school staff about the Title I program
- Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade level curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home
- Be flexible with meeting times to meet the needs of the parents
- Hire a Community Assistant to help develop a stronger relationship with our parents and the Stuyvesant (Gramercy Park) community
- Translate all school documents and provide interpretation during meetings and events

### **Parent /Guardian Responsibilities**

- Set guidelines and clear expectations of good behavior and academic performance
- Ensure that their children have a quiet place and time to read, study, and complete homework
- Discuss daily work assignments, progress reports, and grade reports with their children
- Ensure that their children attend school on time every day
- Promptly report any absences or tardiness
- Communicate with the school through written and electronic messages, telephone, or conferences
- Ensure that their children have the materials necessary to complete class work and home learning
- Taken an active part in school activities, such as Parent-Teacher Conferences, Street Fair, School Trips and Title I committee meetings
- Keep their children healthy by ensuring that they get enough sleep, appropriate nutrition and medical care
- Help their children to develop a good self-image by providing care, discipline, support, interest and concern
- Provide the school with current and accurate home, work and emergency contact information
- Foster in their children a positive attitude toward school and learning
- Encourage my child to follow rules and regulations and discuss this Compact with my child
- Volunteer in my child's school or assist from my home as time permits
- Participate, as appropriate, in the decisions relating to my child's education
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- Respond to surveys, feedback forms and notices when requested
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

## **Student Responsibilities**

- Attend school every day and arrive on time to all classes
- Follow all school and classroom rules
- Put their best effort forward at all times
- Complete all homework and class work on time
- Ask for assistance when it is needed
- Use the tutoring program to increase academic achievement
- Make informed decisions, set goals, and take action to meet requirements for graduation
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully
- Always try my best to learn

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Sumita Kaufhold</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>420</b>
School Name <b>High School for Health Professions</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Robert Gentile</b>	Assistant Principal <b>Mary Jo Stenson, Eng/ESL/FL</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Barbara Brasel</b>	Guidance Counselor <b>Christopher Mattura</b>
Teacher/Subject Area <b>Kristi Cookson, Special Ed</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Mitchell McQuay, English</b>	Parent Coordinator <b>Rose Gurrieri</b>
Related Service Provider <b>type here</b>	Other <b>Veronica Aguilar, Guidance Cou</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. 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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>9</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1797</b>	Total Number of ELLs	<b>57</b>	ELLs as share of total student population (%)	<b>3.17%</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. The initial identification of possible ELLs is done by a pedagogue. There is a procedure in place by which the AP Guidance, Philip Liebovitz and/or the AP English and ESL, Mary Jo Stenson, conduct the initial screening including the informal interview, HLS and formal initial assessment. Most of our students are list noticed to us, but when an intake is needed, transaltion services are provided by licensed pedagogueues, including Veronica Aguilar and Estela Morel in Spanish and Yi-Fang Lee in Chinese. Other licensed pedagogues on staff speak French, Bengali, Urdu, Arabic, German, Italian, Russian, Slovakian, Tagalog, Turkish, Greek and Polish. They are available as translators as necessary. We will also use our translation budget to obtain services for those languages spoken by none of our pedagogues, but which may be needed. The testing coordinator Steven Evans and/or Mary Jo Stenson administer the LABR within 10 days from the first date of enrollment. The studetn is placed based on the score. Though we have never had a need to do so, we will administer the LAB-R in Spanish using one of the above named Spanish-speaking pedagogues. A procedure is in place to administer the NYSESLAT to all eligible students every spring. Ms. Stenson and the testing coordinator work with the LAP team and other relevant personnel to identify students, schedule them for testing and carry out all testing functions. Specifically, Ms. Stenson, Testing Coordinator Steven Evans and APO Loikos Karaiskos establish a test schedule to insure that every eligible student is given multiple opportunities to take all four parts of the test. Testing sessions and make-up sessions are built into the school calendar and daily schedule. Mary Jo Stenson, Steven Evans and Loizos Karaiskos work with data specialist Clifford Gomez to access ATS Reports including, but not limited to, the RLER, RLAB, RLAT, RMNRand REXH. All eligible students are given a formal appointment letter for the test. Students who fail to report to testing are flagged at the door upon arrival: when they swipe their ID cards in the morning, an alarm is sounded and those students are immediately scheuled for a make-up. Homes of LTAs are called to attempt to bring students in for testing.

2. Upon enrollment, parents are apprised of their choices by an administrator and/or pedagogue. APG Philip Liebovitz, or Mary Jo Stenson meet with parents of new students upon their first day of arrival. Parents are provided with a description of program choices. As we currently only have a free-standing ESL program, parents are apprised of this by Mr. Liebovitz or Ms. Stenson. Translation services are provided, as above, to insure that parents know their choices. All three program models are described to parents. Continuous outreach is provided to parents at open-houses, PTA meetings, parent-teacher conferences and through backpacked letters home. Written materials are provided. Translation services are provided as needed.

3. The guidance (Philip Liebovitz), programming (Clifford Gomez), and English/ESL departments (Mary Jo Stenson and Barbara Brasel) distribute all entitlement letters and all parent survey and program selection forms. This is done through the ESL classes and period 3--the official attendance period. Forms and surveys are returned via students. Bilingual guidance secretary Ana Lallave and parent Coordinator Rose Gurrieri follow up with phone calls home to make sure all materials are collected. Records are kept in the department office and guidance office.

4. Students are programmed based on current NYSESLAT scores or LABR scores for newcomers. Guidance, administrative and programming personnel use all current information from HSST and ARIS to make the determination. Ms. Stenson reviews all ESL programming regularly to insure compliance. Ms. Stenson also prepares and disseminates program letters to parents. All records are kept in the department and guidance offices. Communication occurs via letters backpacked home and during parent-teacher conferences. So far only ESL has ever been chosen by parents. Were other programs chosen, parents would be directed to schools

offering their program choice by APG Philip Liebovitz. If enough parents wanted TBE, we would develop a program that accomodates their desire, as required by law. All translation services are utilized as above.

5. 100% request ESL only. This has been the trend for at least six years. Records are monitored and kept by the guidance office. The LAP team, ESL department and principal's cabinet all review trends at least yearly and plan using this information.

6. The program model offered is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	17
SIFE	9	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	27

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. [i](#)

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	3	2	13	2	3	27	4	22	57
Total	17	3	2	13	2	3	27	4	22	57

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

### C. Home Language Breakdown and ELL Programs

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

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**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										23	14	2		39
Chinese										7	2	2		11
Russian														0
Bengali										1	1			2
Urdu														0
Arabic											1			1
Haitian										1	1			2
French										1				1
Korean										1				1
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>34</b>	<b>19</b>	<b>4</b>	<b>0</b>	<b>57</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

3. All students are mainstreamed for all classes other than ESL. Instruction is in English. We currently do not offer TBE or DL, so all instruction is in English for all students. The ESL teacher works with content area teachers to share best practices for working with mainstreamed ELLs in the content area. Glossaries are provided for content-area subjects as are dictionaries and supplemental materials in the native language when available. All teachers receive professional development for working with ELLs. Teachers use whole group, small group and individual instruction with all students including ELLs. Strategies of balanced literacy are used as is differentiated instruction. The AP English/ESL identifies all ELLs to all teachers. The ESL teacher is available to conference with mainstream teachers around strategies to use with particular students and subgroups. AUSSIE consultants also work with teachers around issues related to the improvement of instruction for ELLs.
4. Translation services are used upon enrollment of new students. The Principal, administrators, guidance department, data specialist and testing coordinator all work together to insure that ELLs are evaluated appropriately.
5.
  - a. We currently only offer ESL. Our plan for SIFE is to identify all SIFE to teachers who work with them, offer PD around their special needs and offer counseling, AIS, and tutoring as needed. All teachers differentiate instruction for SIFE, using methods such as Ramp Up, Q-Tel, Content Enhancement and reading and writing workshop.
  - b. Newcomers are programmed based on NYSESLAT or LABR scores. They receive counseling, AIS and tutoring as needed. Teachers in all content areas and ESL provide differentiation, as above, for SIFE. They are tested yearly using the NYSESLAT. They are tested regularly using periodic assessmentx. Junior ELLs take the ELA Regents.
  - c. ELLs receiving service from 4-6 years are programmed based on their NYSESLAT scores. In addition to receiving

## A. Programming and Scheduling Information

differentiated instruction as above, the ESL teacher and content area teachers utilize NYSESLAT data to differentiate activities for these students. Scores are used to pinpoint strengths and weaknesses and tailor instruction to them. Other data such as Regents scores, teacher data and periodic assessment data are utilized to aid in planning for instruction. They receive AIS and tutoring on an as needed basis. d. Long-term ELLs receive tutoring, counseling and AIS as needed. They may be assigned a separate guidance counselor to work with them. As in section 5.c above, all data is used to plan for their instruction. e. ELLs identified as having special needs take ESL classes with other ELLs. They are also programmed for resource room or CTT classes as per their IEPs. They receive tutoring, counseling, AIS and other services as needed or mandated. 6. All students are individually programmed depending on their unique educational, social and emotional needs. ELLS-SWDs have access to our CTT classes, which are available in all major subjects. They have access to SETSS, supportive services, and college counseling with our CBO. All teachers--mainstream and special education--receive training in differentiating instruction and adapting and delivering content to insure that every student has complete access to the full curriculum. all teachers work in Inquiry Teams to look at student work to identify student needs and to adapt materials to improve skills. In all content areas, at all grade levels, modified materials are available. Teachers use a variety of best practices and strategies to address the needs of these students. These include, but are not limited to, Content Enhancement, reading and writing workshops, Ramp Up, UBD, Socratic Seminar, strategic grouping, Q-Tel, and individual, small group and whole class instruction and 7. All students are placed in the least restrictive environments as per federal, state and local mandates. Flexibility in scheduling allows us to offer weekly tutoring, ninth grade advisory, myriad CTT classes, and SETSS. Students also are eligible for after-school credit recovery to make up classes they did not pass. Teachers are given ongoing training in modifying curricula and materials to make them accessible.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

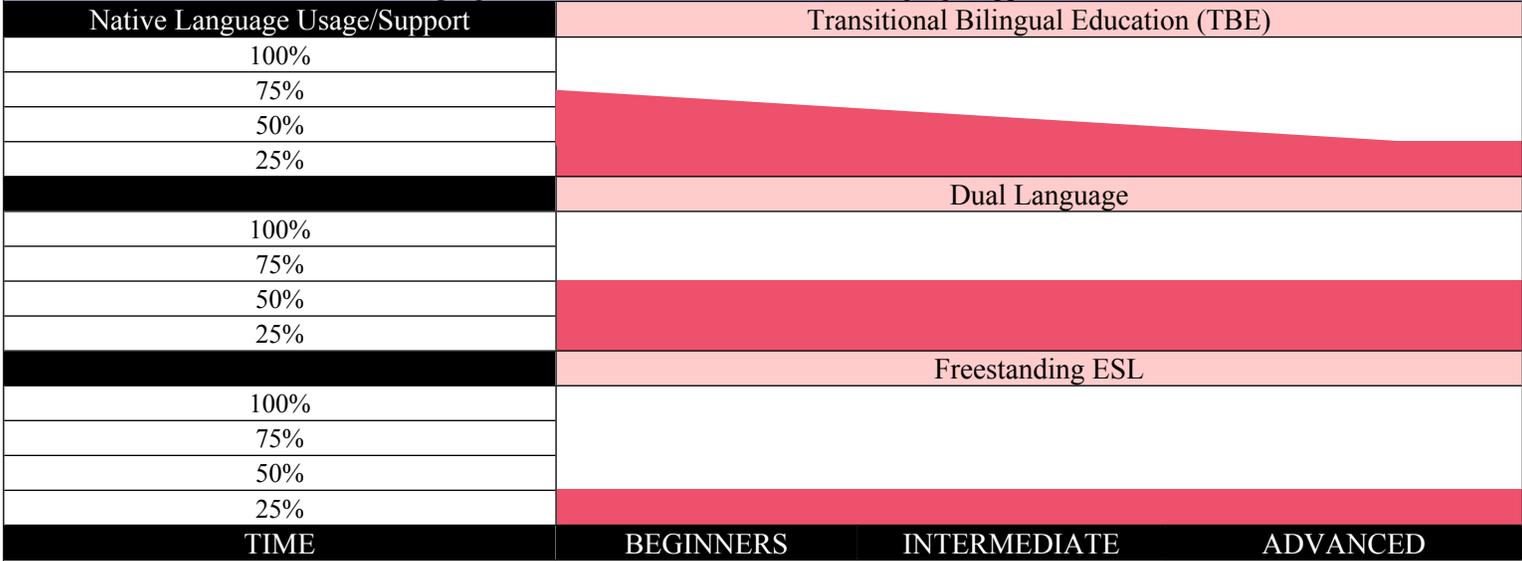
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

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

Paste response to questions 8-17 here 8. Intervention has been built into our school schedule for all subgroups. Every class in the school meets for more time than the minimum time required by the state of New York. Every class at HSHP meets for 228 minutes, thus AIS is built into each class period. Teachers have extra time to tailor interventions for each subgroup and do so using the best practices described above. This occurs in Math, ELA, Science, Art, Music, and Foreign Language. Native language support is obtained by flexible grouping so that students who speak the same native language can assist each other. Dictionaries and glossaries in the native language are provided. All subgroups attend weekly tutoring which is available in every course taught in the school on Tuesdays from 2:21 until 3:51 p.m. all year. Additional ELA tutoring is provided using Title III funds. As a SWP school, Title I funds and ARRA also provide ongoing tutoring in all subjects.

9. ELLs who have reached proficiency are offered all NYS Regents testing modifications they are entitled to. These students are identified to all faculty and staff so extra help can be offered.

10. We will explore ways to expand tutoring and credit recovery options for ELLs.

11. None.

12. ELLs can and do participate in all school programs without exception. We are a comprehensive high school that offers two specialized programs as part of the curricula: Science Research and Medical Technology. ELLs and Former ELLs are represented in both programs. They are apprised of the programs via the high school selection process before they come to us; articulation visits from our APG when they are in 8<sup>th</sup> grade; through school assemblies, letters home, guidance sessions and classroom visits by science department AP Donna Lopiccolo. We offer an after school program that includes clubs (eg. Yearbook, Newspaper, Chess) and athletics. ELLs and former ELLs are recruited for all via announcements, postings on bulletin boards, and backpacked letters home. We use Title III services to provide supplemental tutoring for ELLS. The goal is to prepare students for NYSESLAT and Regents. the rationale for using tutoring is because it allows the teacher to offer on-on-one differentiated preparation for exams. This is conducted by a licensed ESL teacher and includes approximately 90 hours per year. In addition, we use Title III funding to conduct meetings for parents of ELLs. These meetings focus on topics of interest to parents of high schoolers and include college planning and preparing for Regents and NYSESLAT. They are conducted by the ESL teacher Barbara Brasel and members of the guidance staff. The goal is to keep parents informed of the many opportunities for their children, to make them feel a part of the HSHP family and to communicate important information. The rationale for having special parent meetings is that we can better tailor the content to the needs of ELL parents.

13. ELLs have access to the same high quality instructional materials as all other students in addition to texts and materials developed expressly for ELLS. The ESL classroom is equipped with four computers for exclusive use by ELLS. ELLs have full access to all technology that is available to mainstream students. In all content areas across all grade levels, glossaries and dictionaries are made available where needed and available. The ESL teacher and AP work with content area teachers to obtain materials in the native language when needed. This is also available in all content areas and across all grade levels. For example, we have copies of Shakespeare plays in Chinese and Spanish.

14. Dictionaries and glossaries in the native language are made available in the ESL and content areas as needed. We have glossaries

for physics, chemistry, biology, global studies and us history. Dictionaries are available in Bengali, Urdu, French, Spanish, etc. (We do not have a TBE or DL program)

15. Yes. all content material is approved by the DOE and NYS and is selected to support each grade level. Textbooks are leveled and age and content appropriate. Every academic department monitors to insure this. Students are grouped by grade for guidance, SETTS and CTT Services.

16. Due to budget constraints, we do not currently offer any programs before the start of the school year. However, ELLs can attend our regular summer school program. We hope to have a bridge program next summer for all incoming grade nine students, including ELLs.

17. ELLs are offered Spanish or French as are mainstream students.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

1. Professional development for all personnel who work with ELLs is infused into our regular, ongoing professional development program. On Chancellor's Conference Days and designated PD days as well as during faculty meetings, the following personnel receive PD: Subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinators. Workshop topics include, but are not limited to, literacy, using Inquiry to target subgroups, differentiating instruction for all learners and CTT. It is delivered during department and faculty conferences as well as on conference days. Department APs work with particular teachers and groups around ELL PD issues. AUSSIE consultants offer PD geared towards those working with ELLS. Teachers are encouraged to attend ELL PD offered by our CFN and OELL.

2. Support is offered through regular PD and at department and faculty conferences. The APG, Philip Liebovitz, meets weekly with Guidance Counselors and monthly with the Pupil Personnel Team to address the smooth transitioning of ELLS between grade levels, among other pertinent PD topics.

3. The 7.5 hours are infused into regular department and faculty conferences and offered on conference days. Topics include differentiating instruction for all subgroups, assessment, aligning ELL curricula with CCSS, targeting interventions for lowest 1/3, using Inquiry to address the needs of all sub-groups, meeting the needs of ELLs who are also SWDs, etc. A professional development log including all agendas and minutes is kept in the principal's office.

## E. Parental Involvement

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

Paste response to questions 1-4 here 1. We have an active PTA and SLT. ELL parents can and do participate. Our parent coordinator maintains contact with parents, including parents of ELLs. We offer special meetings and orientations for ELL parents on a regular basis throughout the year. In addition, Title III supported special sessions for parents of ELLS have been held. ELL parents are invited to attend the yearly parent retreat held at the Edith Macy Conference Center in Westchester County. This year it is November 5, a Saturday. Bus service to and from the facility is provided. There parents network with other parents, the principal and APG and explore topics of interest to all parents of teens including cyber-bullying, parent-child communication and creating a home-school partnership. Translation services are offered.

2. We just began working with a new CBO, CDI, and will be exploring ways that this new parntership can work with ELL parents.

3. We utilize school survey results, communications made to the parent coordinator and feedback provided by parents at our PTA meetings and other events. We use translations of documents provided by DOE and OELL. We use teachers as translators; we have per-session positions available for teachers to provide both oral and written translation.

4. We target our events towards the specific needs of parents of high school age youngsters. We feature workshops on how to help students transition to high school, understand testing and college admissions among other topics.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										12	8	1		21
Advanced (A)										22	11	3		36
Total	0	0	0	0	0	0	0	0	0	34	19	4	0	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										1	1	1	
	A										16	5	2	
	P										17	14	1	
READING/ WRITING	B													
	I										14	9		
	A										15	9	3	
	P										15	1	1	

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12	0	3	0
Integrated Algebra	20	0	13	0
Geometry	4	0	3	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	15	0	5	0
Physics	0	0	0	0
Global History and Geography	33	0	6	0
US History and Government	10	0	4	0
Foreign Language	0	4	0	4
Other	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### Native Language Tests

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

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

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

Paste response to questions 1-6 here. As a high school we use data from the NYSESLAT and Regents exams as well as periodic assessments. NYSESLAT data is used to program ELLS in the correct ESL classes. Teachers of ESL classes and content are classes are apprised of student scores so that they may tailor instruction in order to improve reading, writing, listening and speaking skills, thus helping student sto improve their performance on state assessments. The general trend that we have observed over a number of years is the tendency for a significant number of students to perform best on the listening/speaking portions of NYSESLAT. Many students tend to attain proficiency in these areas before reading and writing.

2. We use this data when planning instruction, allocating resources for tutoring and using Title III funds. Last year we gave fewer than 8 LABR tests. Six students required placemnt in ESL. Four were placed in advanced classes based on the LABR; Two were placed

in intermediate and 1 was a beginner. The beginner was programmed for three periods a day of ESL, but became an LTA due to pregnancy.

3. a. Students tend to underperform on tests that require significant amounts of reading and writing. This makes sense, given the fact that all students, regardless of grade level, are not doing as well on the reading and writing portions of the NYSESLAT as compared to the listening and speaking. We will use assessment data to guide us in planning for instruction in reading and writing. Inquiry Teams will use the results to plan instructional strategies

4. We have a stand-alone ESL program, not TBE or DL. We have not tested in the native language in 2-3 years, as it was not warranted or requested. a. In general, students across grade levels perform better on math Regents exams than English, social studies and science. This is likely due to the larger amount of reading and writing on the latter exams. To perform well on math students need less English; the language of math is universal. All department assistant principals and the ESL teacher and all department inquiry teams have access to test data for all students and use it to plan instruction and interventions as a school community. Teachers access data through ARIS and Skedula. b. We have given ELL periodic assessments once and the ESL teacher, Ms. Brasel, used the data to plan instruction in ESL and to prepare students for the NYSESLAT and Regents Exams. We now give ELLs Acuity ITAs and Predictives and use this data in the ESL class to help students to develop the skills they need to meet ELA standards and pass the ELA Regents Exam. c. The periodic assessment data seems to correlate with NYSESLAT and Regents data; students who have proficient or near proficient listening and speaking skills lag in reading and writing skills. The Acuity ELA predictive is also highly predictive of ELA Regents performance for ELLs as well as mainstream students.

6. We evaluate the success of our ELL program based on how well ELLs perform. We look at ELL graduation rates, credit accumulation, Regents performance and NYSESLAT performance. We pay attention specifically to the number of students achieving proficiency on the yearly NYSESLAT. We use data from the Progress Report, School Quality Review and State Report Card to analyze all ELL measures. We use the teacher observation and evaluation process to monitor how ELLs are taught. The principal and APs conduct both formal and informal observations of both the ESL classroom and content area classes with ELLs to monitor for differentiation and best practices. Currently we conduct frequent cycles of informal observation using Danielson's teaching frameworks as an informal lens to view instruction and learning. Teachers are given both formal and informal feedback. Data is looked at by the principal and his full cabinet.

### **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**

**School Name:** High School for Health Prof

**School DBN:** 02M420

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Gentile	Principal		10/14/11
Mary Jo Stenson	Assistant Principal		10/14/11
Rose Gurrieri	Parent Coordinator		10/14/11
Barbara Brasel	ESL Teacher		10/14/11
	Parent		1/1/01
Kristi Cookson	Teacher/Subject Area		10/14/11
Mitchell McQuay	Teacher/Subject Area		10/14/11
	Coach		1/1/01
	Coach		1/1/01
Christopher Mattura	Guidance Counselor		10/14/11
	Network Leader		1/1/01
Veronica Aguilar	Other <u>Guidance Counselor</u>		10/14/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

**DBN:** 02M420      **School Name:** High School for Health Professions

**Cluster:** 1      **Network:** CFN108

**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.

We determine the primary language spoken by each parent through a variety of methods. Any student who is new to the system completes a Home Language Identification Survey indicating which language they prefer. We also look at information ATS provides. We ask that students indicate a language preference on their emergency blue cards which are collected from every student every year. In addition, information is also gathered from our parent coordinator and guidance counselors at orientation sessions, parent/teacher conferences, guidance meetings, and other interactions with students and parents.

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

Based on our needs assessment findings, we have determined that translation and interpretation services are needed for the Spanish language. These services are provided by UFT members being paid per session.

Schools documents in need a translation are submitted to staff who are fluent in Spanish. Oral interpretation services are provided at multiple functions such as PTA meetings, Parent Teacher conferences, Orientations, and Open Houses.

The school community was informed via Parent Teacher conferences that interpretation services were being offered. In addition, services are advertised by the parent coordinator, guidance counselors, and assistant principals at meetings when such services are needed.

## 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.

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

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

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

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

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

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



*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

PRINCIPAL:

EMAIL:

SUPERINTENDENT:

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **ANNUAL GOAL #1 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- To develop an increased understanding of the CCLS in Math through the development and implementation of at least two Common Core Learning Standards instructional units and associated performance tasks.

- 

### **Comprehensive needs assessment**

The NYCDOE implemented specific instructional expectations for all schools for 2012-2013 in order to strengthen student work by examining curriculum, assessment and classroom instruction to support the move toward full implementation of the Common Core Standards.

An analysis of student work demonstrated that teachers are working toward greater alignment to the Common Core Learning Standards but have yet to fully do so across content areas. We see areas of success throughout the school, but are concerned with the constancy with which this is happening and understand that for students to truly master the literacy standards especially, we have work to do in cross-content alignment and in reinforcing standards across subject areas.

Our teacher and inquiry teams have begun to delve into deeper analysis of CCLS from the student work and other forms of data they bring to their meetings, but we have yet to establish firm protocols or common evaluation tools to enable them to fully engage in this work.

### **Instructional strategies/activities**

- CCLS Professional Development for Assistant Principal-Math provided by Principal and by external support organizations, including our network, during the school year.
- Two CCLS teacher leads for each content area will be trained by the network and by our external consultant. These teacher-leads will turn-key training with content-area colleagues.
- Assistant Principal Supervision-Math and CCLS teacher-leads will lead the Math department to use the CCLS to develop a more rigorous and engaging written and taught curriculum.
- All faculty members in Math receive training necessary to use the CCLS to develop a more rigorous and engaging written and taught curriculum. This will include teachers receiving up to 50 hours per session, along with support from external consultants, to align existing curriculum with CCLS.
- Create study groups, using *Looking Together at Student Work*, to further refine and implement our existing protocols for looking at student work in Inquiry Teams.
- Regular cycle of inquiry once a week during which Math teacher teams use protocols for looking at student work products.
- Further develop instructional coherence through Math teacher teams developing standard-based rubrics which they use to guide students to higher proficiency, use to assess students' progress, and use to provide students with meaningful feedback.
- Math AP reports on progress in cabinet meetings and department meetings.
- Cycle of frequent, short observations that focus on teachers' ongoing improvement of effectiveness at using CCLS to increase rigor.

**Strategies to increase parental involvement**

- Share information with parents about our school's educational program, the implementation of the Common Core Standards and our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9<sup>th</sup> grade Orientation, etc.)
- Provide increased links and resources for the CCLS via our website and communication protocols for parents on our school website.
- Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate our goals.
- Use the Title I Parent Involvement money to conduct a parent retreat where we discuss the implications of the CCLS on instruction at HPHS.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I              Title IIA              Title III              Grants              Other

If other is selected describe here:

**Service and program coordination**

- We will participate in all Common Core related professional development programs and workshops provided through the Network
- We will continue to participate in National, State and City programs for the development of effective Common Core aligned programs and instruction

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- To develop an increased understanding of the CCLS in Literacy through the development and implementation of at least two Common Core Learning Standards instructional units and associated performance tasks in the content areas of English, History, Science and the Arts.

### **Comprehensive needs assessment**

The NYCDOE implemented specific instructional expectations for all schools for 2012-2013 in order to strengthen student work by examining curriculum, assessment and classroom instruction to support the move toward full implementation of the Common Core Standards.

An analysis of student work demonstrated that teachers are working toward greater alignment to the Common Core Learning Standards but have yet to fully do so across content areas. We see areas of success throughout the school, but are concerned with the constancy with which this is happening and understand that for students to truly master the literacy standards especially, we have work to do in cross-content alignment and in reinforcing standards across subject areas.

Our teacher and inquiry teams have begun to delve into deeper analysis of CCLS from the student work and other forms of data they bring to their meetings, but we have yet to establish firm protocols or common evaluation tools to enable them to fully engage in this work.

### **Instructional strategies/activities**

- CCLS Professional development for Assistant Principals-Supervision provided by Principal and by external support organizations, including our network, during the school year.
- Two CCLS teacher leads for each content area will be trained by the network and by our external consultant. These teacher-leads will turn-key training with content-area colleagues.
- Assistant Principals-Supervision and CCLS teacher-leads will lead the Literacy departments to use the CCLS to develop a more rigorous and engaging written and taught curriculum.
- All faculty members in Literacy content areas receive training necessary to use the CCLS to develop a more rigorous and engaging written and taught curriculum. This will include teachers receiving up to 50 hours per session, along with support from external consultants, to align existing curriculum with CCLS.
- Create study groups, using *Looking Together at Student Work*, to further refine and implement our existing protocols for looking at student work in Inquiry Teams.
- Regular cycles of inquiry once a week during which content teacher teams use protocols for looking at student work products.
- Further develop instructional coherence through content teacher teams developing standard-based rubrics which they use to guide students to higher proficiency, use to assess students' progress, and use to provide students with meaningful feedback.
- Each AP Supervision reports on progress in cabinet meetings and department meetings.
- Cycle of frequent, short observations that focus on teachers' ongoing improvement of effectiveness at using CCLS to increase rigor.

**Strategies to increase parental involvement**

- Share information with parents about our school’s educational program, the implementation of the Common Core Standards and our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9<sup>th</sup> grade Orientation, etc.)
- Provide increased links and resources for the CCLS via our website and communication protocols for parents on our school website.
- Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate our goals.
- Use the Title I Parent Involvement money to conduct a parent retreat where we discuss the implications of the CCLS on instruction at HPHS.

**Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- We will participate in all Common Core related professional development programs and workshops provided through the Network
- We will continue to participate in National, State and City programs for the development of effective Common Core aligned programs and instruction

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- To use Charlotte Danielson's *Framework for Teaching* to articulate clear expectations for teacher practice and serve as a focus for teacher development.
- Improve how the observation of classroom teaching is used to support the development of teachers, by focusing on the utilization of Danielson's Framework for Teaching components 1e, 3b, and 3d. Following observations provide teachers with timely, evidence-based meaningful feedback and next steps that teachers can act upon to increase reflection and professional growth. This in turn will lead to an increase in the rigor and effectiveness of their instruction.

#### **Comprehensive needs assessment**

The NYCDOE implemented specific instructional expectations for all schools for 2012-2013 in order to facilitate a comprehensive evaluation system for teachers and principals and support the move toward full implementation of the Common Core Standards.

A review of our historic data around observations revealed that some of our teachers are not adequately addressing the concerns and recommendations by Principal and Assistant Principal to improve the delivery of instruction to students.

Over the past three years, one area of concern in instructional practice was that differentiated instruction was not embedded into the fabric of our instructional program school-wide.

As a school we feel it is imperative that we address common areas of deficiency within the instructional practices we have observed over time, and that the use of a research-based framework that allows us to target specific areas of concern is central to the development of our teachers.

#### **Instructional strategies/activities**

- Teachers are provided with copies of Danielson's *Framework for Teaching*.
- Teachers will have opportunities to attend workshops that address each Danielson competency, as well as receive opportunities for collaborative planning and in-class support in implementing these competencies.
- Teachers will engage in a series of workshops throughout the year to better understand Danielson's *Framework for Teaching*, The Observation Process, and Meaningful Feedback.
- Commencing in September 2012, and continuing throughout the year, the Principal will provide workshops for Assistant Principals to expand their understanding of Danielson's *Framework for Teaching*, The Observation Process, and Meaningful Feedback. Develop a culture of excellence through my personal leadership of these workshops, and by modeling effective implementation of our articulated protocols for formal and informal observations, including meaningful feedback.
- Set clear expectations for short, frequent cycles of classroom observation that each AP is to achieve.
- Weekly leadership team meetings, in which I facilitate rigorous discussion and reflection on the observation process.
- Create a cycle of professional development and observations, focusing on the Danielson components that are highlighted in the Quality Review. Professional development will be available during school and after school, and will be provided by the Principal, Assistant Principals and an outside consultant, to maximize each teacher's opportunity to participate
- Create a cycle, within the existing school schedule, for teacher teams to engage in the inquiry process
- Use the school's Weekly Calendar to publish teaching strategies that teachers can use in their classroom which are aligned each week to the specific component from Danielson's *Framework for Teaching* which we are looking at.

**Strategies to increase parental involvement**

- Share information with parents about our school's educational program, the implementation of the agreed-upon framework for supporting teacher effectiveness and of our commitment to increasing the rigor of instruction during regularly scheduled parent and school meetings (SLT, PTA, College Workshops, 9<sup>th</sup> grade Orientation, etc.)
- Maintain our Parent Coordinator to serve as a liaison between the school and families and to help communicate our goals.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Titled money may be used to support professional development programming purpose
- Titled funds may be used to provide professional development for teachers, administrators and other pedagogical staff

### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4**

- Expand Internship program through CDI for a target group of students who entered Health Professions HS on-track (level 3 or 4 in Math and ELA) but are no longer accumulating credits and/or passing Regents Exams in a timely manner. The goal is to re-engage these students and thus improve their college and career readiness.
- To help students learn about postsecondary pathways and careers to develop meaningful personal aspirations with a clear sense of the roadmap to their goals.

#### **Comprehensive needs assessment**

Targeted students were identified by guidance counselors. There were two criteria:

- Students who were in danger of falling behind and who the counselor thought would benefit from the program
- Students who were “off track” based on the number of credits they earned – had not accumulated enough credits to be promoted to the next grade – but who were NOT LTA or likely to be discharged.

#### **Instructional strategies/activities**

- CDI, our CBO partner, has designed a program to reengage these students, though a process of planning their future career and future college. This program is titled Career and Academic Readiness (CAR). It is hoped that through this process of career exploration, these students will make a link between academic success at high school, with college and career readiness.
- Students who successfully progress through each stage of CAR will then be eligible for a career related internship.

#### **Strategies to increase parental involvement**

- Start the year with a “parent only” meeting during the first month of school, invite CDI staff so parents can experience the teamwork that is needed for student success
- Schedule “parent only” meetings through the year to build and maintain parent relationships, align guidance counselor and CDI staff with parent, and maintain parent information systems
- Provide parents with the materials and education they need to assist their child

#### **Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Coordinated planning can be accomplished by ensuring that staff members responsible are involved in planning for how Titled money will be used
- Titled money may be used to support professional development programming purpose
- Titled funds may be used to provide professional development for teachers, administrators and other pedagogical staff.

## **ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Improve the percentage of students in the lowest third citywide sub-group who accumulate credits in a timely manner

### **Comprehensive needs assessment**

- 380 or 75.5% of our incoming freshmen in the lowest 1/3 were promoted to the 10<sup>th</sup> grade by the end of August 2012. The promotion percentage of all 9<sup>th</sup> graders was 88.1%. In an effort to increase our four year graduation rate and to stay in line with the NYSED, we will increase our 9<sup>th</sup> grade lowest 1/3 promotion rate by 3% to 78.5%. This will be reflected in school transcripts and on our school report card..

### **Instructional strategies/activities**

- School administrators and guidance counselors use ARIS data to identify lowest third citywide students in each grade level and provide this information to all teachers.
- All teachers receive further professional development to understand educational implications of lowest third classification.
- Professional development, in the forms of workshops, collaborative planning and teaching, and the inquiry process, will better equip teachers to provide appropriate instruction for students in this sub-group.
- Inquiry teams, in all content areas, will identify students who are at risk, devise and implement appropriate academic intervention, and monitor the progress that each student is making.
- Guidance counselors will identify at risk students, work with teachers to develop individual action plans for each student and monitor their progress toward credit accumulation.
- Teacher-teams, in each content area, will revise grading policy to ensure that students have the opportunity to make-up assessment work and re-take tests.
- Students and their parents will receive timely warning if a student is in doubt of accumulating a credit, together with a plan the student should follow in order to get back on track.

### **Strategies to increase parental involvement**

- Start the year with a “parent-only” meeting during the first week of school, invite resource staff so parents can experience the teamwork that is needed for student success
- Schedule “parent-only” meetings through the year to build and maintain parent relationships, align teacher with parent, and maintain parent education
- Provide monthly parent education tips that explain the concepts being taught and provide support materials that allow parents to help at home
- Set up school-wide parenting and teacher education classes, clearly communicate assessment goals and dates, share the results of assessment with parents
- Use a variety of assessment date to establish future goals for both home and school
- Provide parents with the materials and education they need to assist their child

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Coordinated planning can be accomplished by ensuring that staff members responsible are involved in planning for how Titled money will be used
- Titled money may be used to support professional development programming purpose
- Titled funds may be used to provide professional development for teachers, administrators, and other pedagogical staff

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Ramp-Up classes Regents Prep Pace Liberty Partnership Writer’s Workshop Teacher Tutoring	Small group, levels 1 & 2 Small group One-to-one tutoring 11 <sup>th</sup> grade students Small group	Daily, during the school day Saturdays After school During the school day Tuesdays, after school
Mathematics	Pace Liberty Partnership Teacher Tutoring Regents Prep Double Period Class	One-to-one tutoring Small group Small group Level 1 & 2 students	After school Tuesdays, after school Saturdays Daily, during the school day
Science	Teacher Tutoring Pace Liberty Partnership Completion/makeup of labs Regents Prep	Small group One-to-one tutoring Small group Group	Tuesdays, after school After school Tuesdays Saturdays
Social Studies	Teacher Tutoring Teacher Tutoring Regents Prep Pace Liberty Partnership	Small group Small group Small group One-to-one tutoring	Tuesdays, after school Saturdays Saturdays After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor “ “ “ “ “ “ “ “	Individual counseling Referrals to outside agencies Parent telephone conferences Referrals to alternative Placement Parent conferences	During/after school as needed As needed As needed As needed As needed

	“ “	Referrals to Social Worker and School Psychologist	As needed
	School Psychologist	Individual counseling	As needed
	Social Worker	One-to-one and group Counseling	As needed
	“ “	Referrals to outside agencies for individual and family counseling	As needed

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### Strategies for attracting Highly Qualified Teachers (HQT)

- Continue to utilize the Open Market system to develop a pool of HQT candidates to fill vacancies.
- Support untenured teachers with mentors and additional support from the respective Assistant Principals of Supervision.
- Offer differentiated opportunities for professional growth such as Advanced Placement seminars, CTE workshops, Common Core workshops, *Smartboard* training, eBooks workshop, Museum seminars, etc.
- Provide leadership opportunities for HQT such as: joining the Common Core Inquiry Team; presenting best practices to staff at department of staff meetings; leading a teacher team; creating formative assessments for a subject area aligned to CCLS; providing peer support with the CCLS for other teachers; becoming a point person for Regents Item Analysis Reports, *Skedula* and *ACUITY*.
- Form partnerships with traditional teacher education institutions and alternative licensure programs
- Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by NYCDOE and consultants from AUSSIE, SUCCESSFUL LEARNING GROUP AND SHANE PURSE ASSOCIATES. Through our intricate hiring process, our community has ensured that teachers' beliefs are aligned with the vision, mission and culture of our school. New teachers are supported by collegial mentoring programs and funding for self-identified Professional Development has been allocated to support pedagogical growth.

## **PARENT INVOLVEMENT POLICY**

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

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

To increase and improve parent involvement and school quality:

- a) The High School for Health Professions and Human Services will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Parents will participate as members of our School Leadership Team.
- b) The High School for Health Professions and Human Services will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - 1% of Title 1 funds will be used to plan for and present workshops on myriad topics: college application process, graduation requirements, the State and City Content and Performance Standards, gang awareness, SAT awareness, literacy training, CPR, computer technology, ARIS training, Pupil Path Training
  - Conduct annual school-wide conference on Title 1
  - Host monthly PTA meetings, provide refreshments for parents, provide translation services for parents, provide metro cards for parents
  - Parent year-end celebration

- c) The High School for Health Professions and Human Services will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by disseminating information via phone calls, emails, correspondence in a bi-lingual format, and Parents' Association newsletter, as well as through Pupil Path progress reports.

#### **Discretionary School Parental Involvement Policy Components**

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

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

#### **IV. Adoption**

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PTA.

## **School-Parent Compact**

### **School Responsibilities**

The High School for Health Professions and Human Services will:

- Post the State standards for academic subjects
- Post the academic and discipline standards of The High School for Health Professions and Human Services
- Post and advertise the requirements of Title I
- Post and advertise the School Parental Involvement Policy
- Enable parents to monitor academic progress through Pupil Path
- Establish and maintain a tutoring program in English and Mathematics
- Encourage parental involvement in school activities
- Refer students to counseling resources
- Have an annual meeting concerning Title I resources and activities
- Educate teachers, administrators, and school staff about the Title I program
- Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade level curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home
- Be flexible with meeting times to meet the needs of the parents
- Hire a Community Assistant to help develop a stronger relationship with our parents and the Stuyvesant (Gramercy Park) community
- Translate all school documents and provide interpretation during meetings and events

### **Parent /Guardian Responsibilities**

- Set guidelines and clear expectations of good behavior and academic performance
- Ensure that their children have a quiet place and time to read, study, and complete homework
- Discuss daily work assignments, progress reports, and grade reports with their children
- Ensure that their children attend school on time every day
- Promptly report any absences or tardiness
- Communicate with the school through written and electronic messages, telephone, or conferences
- Ensure that their children have the materials necessary to complete class work and home learning
- Taken an active part in school activities, such as Parent-Teacher Conferences, Street Fair, School Trips and Title I committee meetings
- Keep their children healthy by ensuring that they get enough sleep, appropriate nutrition and medical care
- Help their children to develop a good self-image by providing care, discipline, support, interest and concern
- Provide the school with current and accurate home, work and emergency contact information
- Foster in their children a positive attitude toward school and learning
- Encourage my child to follow rules and regulations and discuss this Compact with my child
- Volunteer in my child's school or assist from my home as time permits
- Participate, as appropriate, in the decisions relating to my child's education
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district
- Respond to surveys, feedback forms and notices when requested
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

## **Student Responsibilities**

- Attend school every day and arrive on time to all classes
- Follow all school and classroom rules
- Put their best effort forward at all times
- Complete all homework and class work on time
- Ask for assistance when it is needed
- Use the tutoring program to increase academic achievement
- Make informed decisions, set goals, and take action to meet requirements for graduation
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully
- Always try my best to learn