



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** HIGH SCHOOL FOR HEALTH PROFESSIONS AND HUMAN SERVICES  
**DBN (i.e. 01M001):** 02M420  
**Principal:** ROBERT A. GENTILE  
**Principal Email:** [RGENTIL@SCHOOLS.NYC.GOV](mailto:RGENTIL@SCHOOLS.NYC.GOV)  
**Superintendent:** MARISOL BRADBURY  
**Network Leader:** LISA PILASKI

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robert Gentile	*Principal or Designee	
Sebastian Natera	*UFT Chapter Leader or Designee	
Touria Berrada	*PA/PTA President or Designated Co-President	
Connie Sullivan	DC 37 Representative, if applicable	
Shammi Akter Jennifer Wong	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Jordan Wesley	CBO Representative, if applicable	
Kristin Erickson	Member/ CSA	
Paul Arguelles	Member/ UFT	
Valerie Palmer	Member/ Parent	
Anita Ramkishun	Member/ Parent	
Bibiana Rodriguez	Member/ Parent	
Julia Schacht	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase the number of students earning 10+ credits in their second year from 74.6% to 84% using the NYC Progress Report standard. This goal will be achieved by August, 2014.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The 2011-2012 Progress Report and 2012-2013 Progress Report reveal that there has been a significant decrease, from 1<sup>st</sup> year to 2<sup>nd</sup> year, in the percentage of students earning 10+ credits in the year. The decrease is approximately 10%.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Use data to identify and target our "at risk" students
2. Create statement for students, describing what is required to pass a class and what it means to "pass" a class
3. Monitor student performance on formative and summative tests and other factors required to pass a class
4. Summer School safety net
5. Counseling/goal setting with students using the inquiry model
6. Consultants and each Assistant Principal Supervision to provide workshops and in-class professional development support for teachers. PD will focus on teacher needs for accomplishing this goal, i.e., use of Skedula, use of Aris, etc. This need was determined via teacher feedback at department meetings, faculty conferences, inquiry meetings.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Guidance Counselors, each Assistant Principal Supervision, Classroom Teachers, Education Consultant from Shane Purse Associates
2. AP Supervision in consultation with faculty
3. Content-area teachers
4. Guidance Counselors, each AP Supervision
5. Guidance Counselors, Inquiry Teams
6. Education Consultant

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each teacher will receive a class list for each class they teach. All students, including lowest third, will be identified, as well as their grade 8 ELA and Math Level of Achievement on NYS tests. Guidance Counselors will provide each teacher with updates of scholarship reports for "at risk" students
2. Completed statement for students, describing what is required to pass a class and what it means to "pass" a class
3. Scholarship reports made available to each teacher and discussed at teacher team meetings
4. 50% of "at risk" students attend summer school and accumulate required credits
5. Inquiry teams monitor the progress of "at risk" students every three weeks via progress reports, report cards. All teachers are organized into grade-specific and content-specific inquiry teams.
6. Improved passing rate for "at risk" students as a result of professional development support that is provided for teachers who have a lower than average passing rate.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013, Ongoing, September 2013 to June 2014
2. September 2013
3. Ongoing, September 2013 to June 2014
4. Ongoing, September 2013 to June 2014
5. Ongoing, September 2013 to June 2014
6. Ongoing, September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Identification of "at risk" students after each marking period
2. Pupil Path messages to parents and mail to inform parents of student progress every 3 weeks
3. APO and Data Specialist will provide teachers with lists of students failing courses after each marking period. AP Supervision will work with teachers on AIS
4. Summer School funding provided by DOE based upon number of students remaining in summer school during summer of 2013
5. Inquiry Team meetings are scheduled weekly on the school's professional development calendar
6. Professional development prepared and presented by Principal and each AP Supervision and Education Consultant. Every Friday, consultant from Shane Purse Associates is present to work with teachers. Also used are Chancellor's Conference days, as well as monthly department meetings and faculty conferences.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent involvement is facilitated through the Pupil Path component of Skedula and via mail from guidance counselors. Teachers communicate directly with parents via Pupil Path. Parents will receive timely warning if a student is in danger of not accumulating 10 credits per year.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Create a school-wide culture of using online technology to collect and organize data about our students, and use this data to understand each student's learning needs, monitor their progress, and inform instruction.

Create a school-wide culture of utilizing this online technology to share data with parents about their children's progress, and interact with their teachers about this data.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Chancellor's Instructional Expectations, Danielson Component 3d, and Quality Review 2.2 all highlight the importance of using assessments and data to drive instructional planning and to monitor student progress. Data must be used to have a better understanding of students. Over the years we have looked at trends for students accumulating 10 or more credits per year in each grade level. We look at sub-groups such as ELL, IEP and students in the lowest 1/3.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Provide all teachers with online access to Datacation. Create a school-wide policy that all teachers must update their Skedula grade books each week.
2. All teachers receive in-school training from Datacation
3. Creation of a Datacation user group that will explore enhanced applications of the program and keep the faculty informed of these applications
4. A group of teachers, representing each department, will receive Datacation training from our network and turnkey training to other faculty members
5. Create a school-wide Inquiry Team that focuses on the collection, interpretation, analysis and dissemination of data, to improve instruction. This team will act as liaison between the Administration and content-area inquiry teams, to ensure the effective use of Datacation
6. Create opportunities for parents to communicate with teachers through Pupil Path
7. Create opportunities for students to utilize Pupil Path to monitor their progress and communicate electronically with the teachers about their academic progress

**B. Key personnel and other resources used to implement each strategy/activity**

1. Assistant Principal-Organization

2. Datacation professional development providers
3. Data Specialist
4. Teacher-leads for each content area
5. Inquiry Team Leader
6. Assistant Principal-Organization
7. Guidance Counselors and content area teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 100% of teachers log in to Skedula each week. 100% of teachers are using Skedula grade book each week, as per school policy.
2. 100% of teachers attend Skedula training, as per attendance records and usage patterns
3. User group is created and meets once per month. User group provides PD on allocated PD days within the school calendar
4. Record of training for teachers by the network, in marking period 1
5. Inquiry team meets 4 times per month, as per the school's professional development calendar
6. 40% of parents participate in communication with teachers through Pupil Path by January, 2014
7. 80% of students are regularly utilizing Pupil Path by January, 2014

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 Pupil Path accounts created for all teachers. Each AP Supervision will use administrative access to monitor teachers' use of the grade book. APO will provide monthly updates of participation to cabinet and guidance department
2. September 2013 to January 2014; September 23, 2013 log in workshop facilitated by AP Organization and HPHS data specialists
3. September 2013 to June 2014 Monthly teacher team meetings
4. September 2013 to December 2013
5. September 2013 to June 2014
6. September 2013 to June 2014; Pupil Path log in information is mailed to parents. Parent PD conducted "Using Pupil Path to Effectively Monitor Your Child". APO will provide monthly updates of participation to cabinet and guidance department
7. September 2013 to June 2014 Pupil Path accounts created for all students. Students are provided with log in information for their accounts. APO will provide monthly updates of participation to cabinet and guidance department.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teachers have scheduled preparation periods each day in which they can utilize Skedula
2. Teacher team meetings, in which professional developments occurs, are scheduled weekly, bi-weekly and monthly, as per the school's PD calendar
3. Teacher team meetings, in which professional developments occurs, are scheduled weekly, bi-weekly and monthly, as per the school's PD calendar
4. Teacher team meetings, in which professional developments occurs, are scheduled weekly, bi-weekly and monthly, as per the school's PD calendar
5. Inquiry teams meet bi-weekly, as per the school's PD calendar
6. APO and Data Specialist will monitor parent login percentages. Principal will report numbers to PTA and SLT monthly. Will also include in weekly calendar
7. APO and Data Specialist will monitor student login percentages. Once we achieve 80% student participation we will create incentives to encourage remaining students to login to Pupil Path. Incentives include, but are not limited to, movie tickets, school t-shirt, etc.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Pupil Path log-in information mailed home to parents. Parent log-in workshops facilitated by AP Organization and HPHS Data Specialists, Parent PD "Using Pupil Path to Effectively Monitor Your Child", Use of phone master to contact parents urging them to log on to Pupil Path. The Title 1 Parent Involvement Committee agreed that a portion of 1% Title 1 funds will be used for implementation.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Fair Student Funding – per session							

### Goal and Action Plan #3

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve the percentage of students in the lowest third citywide sub-group who accumulate credits in a timely manner. At HPHS we want to see a 5% increase in the number of students in the lowest 1/3 earning 10 or more credits by August 2014.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of scholarship reports and the 2012-2013 Progress Report indicates that the percentage of students in the sub-group "Lowest Third Citywide" who accumulated 10+ credits decreased in comparison to 2011-2012. There is also a pattern of decline in the percentage of students who accumulate 10+ credits when these students move into their second and third years at the school.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 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.
2. All teachers receive further professional development to understand educational implications of lowest third classification
3. Professional development, in the form of workshops, collaborative planning and teaching, and the inquiry process, will better equip teachers to provide appropriate instruction for students in this sub-group
4. 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
5. 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
6. 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
7. 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

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. School administrators and Guidance Counselors use ARIS data and Skedula to identify lowest third citywide
2. Professional development provided by the Principal, each AP Supervision, Network Instructional Lead and by Professional Development Consultant
3. Professional development provided by the Principal, each AP Supervision, Inquiry Team Leaders, Network Instructional Lead and by Professional Development Consultant
4. Inquiry team meetings that are scheduled bi-weekly
5. Guidance Counselors
6. Weekly teacher-team meetings facilitated by each AP Supervision
7. Parents will be contacted by teachers using the Pupil Path component of Skedula. Guidance counselors contact parents via email or postal mail.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each teacher will receive a class list for each class they teach. Lowest third students will be identified as well as their grade 8 ELA and Math Level of Achievement on NYS tests.
2. Teachers will receive a written guide that explains how to interpret each student's grade 8 ELA and Math Level of Achievement on NYS tests. This includes an explanation of the instructional implications of the Level of Achievement. Teachers will be able to speak to these implications at teacher team meetings, such as Inquiry Teams. Inquiry teams meet once a week at HPHS. Inquiry teams are department and grade specific.
3. Workshops will be presented at scheduled teacher team meetings and on professional development days, as per the school's professional development calendar.
4. Record of Inquiry Team meetings, in which lowest third students have been identified and their progress monitored. Each lowest third student will have their progress on formative and summative assessments recorded on Skedula.
5. Each guidance counselor will have lowest third students identified in their caseload. This will include records of interviews with students, with their teachers, and communication with parents.
6. Revised grading policy will be published in the Principal's Weekly Calendar and will be embedded in the mark book component of Skedula.

7. Record of communications with parents of lowest third students will be recorded on Skedula.
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013</li> <li>2. September 2013 and at weekly/bi-weekly teacher team meetings, September 2013 to June 2014</li> <li>3. September 2013 to June 2014</li> <li>4. Weekly/bi-weekly teacher team meetings, September 2013 to June 2014</li> <li>5. September 2013 to June 2014</li> <li>6. September 2013</li> <li>7. September 2013 to June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Materials prepared by testing coordinator, AP Organization and Shane Purse Associates Education Consultant and distributed through content-area teacher team meetings by each AP Supervision</li> <li>2. Written guides prepared by Shane Purse Associates Education Consultant.</li> <li>3. Professional development prepared and presented by Principal and each AP Supervision, with assistance from Education Consultant.</li> <li>4. Inquiry Team meetings are scheduled bi-weekly on the school's professional development calendar.</li> <li>5. Guidance counselors work within normal schedule</li> <li>6. Teacher team meetings are scheduled weekly on the school's professional development calendar</li> <li>7. The school has an annual subscription to Skedula and all teachers have received ongoing training workshops since September 2011.</li> </ol>

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parent involvement is facilitated through the Pupil Path component of Skedula and via mail from guidance counselors. Teachers communicate directly with parents via Pupil Path. Parents and students can also monitor progress in each subject through this module. Workshops are conducted throughout the year through which the Principal/APs explain to parents how they can access and use Pupil Path. Regular reference to Pupil Path is also mentioned in the Monthly Parent Newsletter.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #4**

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***

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Enroll students in 11 <sup>th</sup> and 12 <sup>th</sup> grade in College Now classes to improve their readiness for college, as measured by the Progress Report. We want to offer a total of four courses. A minimum of 25 students in each course will be enrolled in LaGuardia Community College courses at HPHS by Spring 2014.

***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The need to increase student readiness for college has been expressed by parents through the PTA, SLT and at the annual parent retreat. Improving college readiness is also an area on the school's progress report that requires further development, according to the points scored for this category.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Enter into a partnership with LaGuardia Community College, to offer College Now courses at Health Professions High School, taught by Health Professions staff. LaGuardia Community College offers courses in the Humanities, such as Politics and Propaganda, English 101 and Psychology to students in grades 11 and 12</li> </ol>

2. Enter into a partnership with Baruch and Hunter Colleges to offer College Now courses taught by college staff. Baruch College staff will teach courses including Anthropology
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Work with CDI, our community based organization, to partner with LaGuardia Community College. Appoint an AP Supervision to act as liaison between Health Professions and LaGuardia Community College
2. Work with CDI, our community based organization, to partner with Baruch and Hunter Colleges. Appoint an AP Supervision to act as liaison between Health Professions and Baruch and Hunter Colleges
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. A minimum of 25 students will enroll in each of these courses. Only students in the 11 <sup>th</sup> and 12 <sup>th</sup> grades, with good attendance, no lateness issues, a minimum score of 75% on ELA Regents and/or 480 on the English portion of SAT may apply to enroll in courses.
2. A minimum of 25 students will enroll in each of these courses. Only students in the 11 <sup>th</sup> and 12 <sup>th</sup> grades, with good attendance, no lateness issues, a minimum score of 75% on ELA Regents and/or 480 on the English portion of SAT may apply to enroll in courses.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Spring 2013 – Enter into Memorandum of Understanding with LaGuardia Community College to offer College Now courses; Fall 2013 – offer 3 courses in College Now: English 101, Literacy & Propaganda, Critical Thinking; Spring 2014 – offer 4 courses in College Now: English 101, Literacy & Propaganda, Psychology, Critical Thinking
2. Fall 2013 – Enter into Memorandum of Understanding with Baruch College to offer College Now courses; Spring 2014 – offer 1 course in College Now: Anthropology
3. 25 to 34 students are to be recruited for each course by guidance department.
4. Success will be based on the number of students completing the courses and the number of students receiving a grade of “C” or higher.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Teacher pay is through LaGuardia Community College. Courses will be scheduled “0” period, before school.
2. Baruch and Hunter Colleges provide teaching staff. The classes are conducted after school, when classrooms at Health Professions are available.
3. Students will be vetted by the guidance department at HPHS for enrollment into College Now courses.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
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 Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Fair Student Funding										

**Goal and Action Plan #5**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding
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subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	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 Mondays, after school
<b>Mathematics</b>	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
<b>Science</b>	Teacher tutoring Pace Liberty Partnership Completion/makeup of labs Regents Prep	Small group One-to-one tutoring Small group Small group	Wednesdays, during the school day After school Wednesdays Saturdays
<b>Social Studies</b>	Teacher tutoring Teacher tutoring Regents Prep Pace Liberty Partnership	Small group Small group Small group One-to-one tutoring	Thursdays, after school Saturdays Saturdays After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor  School Psychologist  Social Worker	Individual Counseling Referrals to outside agencies Parent telephone conferences Referrals to alternative placement Parent Conferences Referrals to Social Worker and School Psychologist  Individual counseling  One-to-one and group counseling Referrals to outside agencies for individual and family counseling Letters sent home for failing 2 or more classes, promotion in doubt, and graduation in doubt Mandated counseling provided by Social Worker and Guidance Counselor in group or one-to-one per student's IEP	During/after school as needed As needed As needed As needed As needed As needed  As needed  As needed As needed As needed As needed

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Continue to utilize the Open Market system to develop a pool of HQT candidates to fill vacancies.</li> <li>• Support untenured teachers with mentors and additional support from the respective Assistant Principals of Supervision.</li> <li>• Offer differentiated opportunities for professional growth such as Advanced Placement seminars, CTE workshops, Common Core workshops, <i>Smartboard</i> training, eBooks workshop, Museum seminars, etc.</li> <li>• Provide leadership opportunities for HQT such as: joining the Common Core Inquiry Team; presenting best practices to staff at department or 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, <i>Skedula</i> and <i>ACUITY</i>.</li> <li>• Form partnerships with traditional teacher education institutions and alternative licensure programs.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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. Funding for self-identified Professional Development has been allocated to support pedagogical growth.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are scheduled according to the rules and regulations outlined in the appropriate School Allocation Memorandum. The intent and purpose of the program is always taken into consideration. For example, funds set aside for Students in Temporary Housing have been used to support counseling services provided to these students. In addition, in previous years, basic emergency supplies, such as book bags, t-shirts, towels have also been purchased to serve and support these students.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During the winter and spring of 2013, teachers worked in departments with Assistant Principals Supervision during their inquiry sessions to create assessments and student rubrics aligned to the CCLS to improve instruction. Principal and APs Supervision provided PD on how to look at student work to improve instruction. Teachers were provided with a copy of <u>Looking at Student Work</u> , 2 <sup>nd</sup> edition, to create protocols for improving instruction. Teachers gave feedback to the UFT Chapter Committee who collaborated with the principal on an SBO schedule for the school ensuring that there was time during the school day for teachers to work together to look at student work and improving instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

**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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

## 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
-

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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 NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Robert Gentile</b>	Assistant Principal <b>Mary Jo Stenson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Barbara Brasel</b>	Guidance Counselor <b>Eva Areces</b>
Teacher/Subject Area <b>Helen Gasser English</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rose Guerrieri</b>
Related Service Provider <b>type here</b>	Other <b>Kristi Cookson</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Jennifer Rabinowitz</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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1764</b>	Total number of ELLs	<b>63</b>	ELLs as share of total student population (%)	<b>3.57%</b>
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## Part II: 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>														
Discrete ESL class										4	4	4	4	16
Discrete ESL class														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	4	4	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	33

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19	0	3	11	0	7	33	0	7	63
Total	19	0	3	11	0	7	33	0	7	63

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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	4	3	44
Chinese										3	2			5
Russian														0
Bengali										2	2			4
Urdu											1			1
Arabic										1				1
Haitian												1		1
French												1		1
Korean												1		1
Punjabi														0
Polish														0
Albanian														0
Other										4	1			5
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	33	20	7	3	63

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3				3

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										7	5			12
Advanced (A)										23	16	6	3	48
Total	0	0	0	0	0	0	0	0	0	33	21	6	3	63

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

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 (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7		2	
Integrated Algebra	34		20	
Geometry	9		2	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	18		7	
Physics				
Global History and Geography	17		3	
US History and Government	9		2	
Foreign Language		3		3
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At our HS we assess students using data available through ARIS including 8<sup>th</sup> grade scores, previous NYSESLAT scores, periodic assessments and teacher made assessments. We use this data, particularly grade 8 scores and current NYSESLAT or LAB-R score to make decisions about student programming, guidance and AIS. Teachers and departments use this data in making curricular decisions including aligning all curricula with CCLS. Data generally shows that our ELLs progress in listening and speaking faster than they do in reading and writing. All teachers use the available data to inform instruction of every student including ELLs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Fewer older students are enrolled in ESL. The majority test proficient by grade 11. Grades 9 and 10 have the largest number of ELLs. The majority of our ELL population is advanced—even in grades 9 and 10.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Although the scores are no longer reported by these combined modalities, our students still struggle more with writing and reading than speaking and listening so when planning for the instruction of ELLs, their deficits in academic reading and writing are taken into account by the ESL teacher. In addition, when planning AIS and tutoring for ELLs, materials and instructional strategies target reading and writing development. The principal's cabinet works together to review and interpret AMAOS to make schoolwide policy plans. This includes the instruction and guidance of ELLs.
4. For each program, answer the following:
  - a. 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?
    - a. In previous years, in general, students across grade levels performed better on math Regents exams than English, social studies and science. This year this held true for algebra (though not geometry.) 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.
    - 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.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
This is not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Planning for the second language development of ELLs is discussed in individual monthly department meetings, during Inquiry meetings, at weekly guidance meetings and at twice monthly cabinet meetings.
7. 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?  
This is not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
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.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  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, translation services are provided by licensed pedagogues, including Veronica Aguilar and Estela Morel in Spanish. Other licensed pedagogues on staff speak French, Chinese, 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 student 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.
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.
  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 available: TBE, DL and ESL. We also show a DOE video, available in 13 languages, to all parents. 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 back-packed letters home. Written materials are provided. Translation services are provided as needed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  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. 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.

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. When parents select a program that we do not offer, we support parent choice by contacting the Office of English Language Learners to inform them that a parent has selected a program that we do not currently offer. If we had enough parents choosing a different program design, it would be implemented. All translation services are utilized as above. We update the ELPC screen in ATS within 20 days of an ELL's admission

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 Loizos Karaikos 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 Karaikos work with data specialist Clifford Gomez to access ATS Reports including, but not limited to, the RLER, RLAB, RLAT, RMNR and 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 scheduled for a make-up. Homes of LTAs are called to attempt to bring students in for testing. [te response to question here:](#)

6. 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.) 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. [i](#)
- Over the last several years, parents have only requested free-standing ESL. This is the only program we currently offer as it meets the needs of our ELL students and their families.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - 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. 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)?
    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.
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 foster language development and meet the demands of the Common Core Learning Standards.

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. DOE approved educational consultants in literacy/ESL and mathematics also work with teachers around issues related to the improvement of instruction for ELLs. As teachers work in departmental Inquiry teams to align curricula with the Common Core, and develop units, and assessment tasks they modify materials to help ELLs meet the demands of the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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 throughout the year. Our SBST arranges translation services for IEP conferences for ELLs with disabilities on an as needed basis.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher works with the departmental AP to insure that she measures all four modalities via formal and informal ongoing classroom assessment. Assessments include, but are not limited to, teacher made, commercially produced, practice NYSESLAT like exams and practice Regents-like exams. The ESL teacher participates in Inquiry team with mainstream English teachers to modify CCLS units and tasks to include work and assessments targeting all four modalities. In addition, ELL status for all students is shared with all pedagogues across the content areas and they are encouraged to assess all four modalities in line with applicable state, local and Common Core standards.
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. We currently have no SIFE. 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 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.
- e. Former ELLs are mainstreamed in all classes and are identified as former ELLs to all staff so continued support may be offered in the content areas. When planning for Regents-testing all former ELLs are identified and the testing coordinator makes sure that those eligible are tested in a separate location and given extended time as per state mandates.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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:			

### 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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

### Native Language 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.



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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**

9. 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.

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 220 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is effective in that most of our ELLS graduate in four years and the remainder within six. Though some struggle with Regents exams, they all eventually pass all required exams. Virtually all go on to higher education and training. Our most recent progress report shows we achieved 156.7% for the weighted diploma rate for ELLS, earning us extra credit for that metric.

11. What new programs or improvements will be considered for the upcoming school year?

This school year, teachers meet twice a month with guidance counselors to conference around the needs of all students including ELLS. Teachers also have two mandatory common planning meetings every week to work within disciplines and across disciplines to address the specific needs of ELLs and mainstream students. Both these new initiatives have been included in the school schedule for the year.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 Assisting. 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 8th 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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)

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All materials and services are selected by teachers, guidance counselors and administrators with deep consideration to individual students and groups of students age and grade levels. We select and use curricular materials with a full understanding of the state and local standards and CCLS for each grade level. At PD and department conferences we reiterate the need for making sure that materials are developmentally and academically appropriate and scaffolded to meet students at their level and aid them in reaching higher achievement levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We currently offer no pre-year programs to any students, ELL or mainstream. However, if the budget permits, we will offer a summer bridge program for ELLs and mainstream students during the summer of 2014. Activities will include assessments, guidance sessions and introductions to HS English and Math along with programs to allow students to get to know each other socially.

18. What language electives are offered to ELLs?

Spanish 1-6 and Advanced Placement Spanish

19. For schools with dual language programs:

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

Not applicable

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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. Shane Purse Associates consultants offer PD geared towards those working with ELLS. Teachers are encouraged to attend ELL PD offered by our CFN and OELL.

2. All teachers of ELLs receive training to support ELLS as we implement Common Core. PD is offered throughout the year during department meetings, chancellor's conference days, through our educational consultants who work with groups of teachers and individual teachers. Our ESL teacher is encouraged to attend PD offered by our CFN and OELL.

3. All incoming ninth grade ELLS receive tutoring in every subject after school. They all have a bilingual Spanish-English guidance counselor, Eva Areces. ELLS with disabilities also have a dedicated counselor. Teachers of ELLS meet twice monthly with guidance counselors to discuss issues relating to students and to devise ways of aiding students both academically and socially.

4. We meet the required hours of ELL training for all staff via PD conducted at department and faculty conferences and during chancellor's conference days. Sessions include best practices in literacy and mathematics for ELLS, teaching academic language, aligning CCLS with the curricula and making it accessible for ELLS. Records are kept of all PD within departments and centrally by the APO.

### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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. Our community partners, including CDI and the Pace Liberty partnership work with all parents including parents of ELLS to insure that students have access to enhanced academic, college and career services.

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. Please response to questions here:

### **E. 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 response to question here:

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Gentile	Principal		1/1/01
Mary Jo Stenson	Assistant Principal		1/1/01
Rose Guerrieri	Parent Coordinator		1/1/01
Barbara Brasel	ESL Teacher		1/1/01
	Parent		1/1/01
Helen Gasser	Teacher/Subject Area		1/1/01
Kristi Cookson	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Rabinowitz	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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. According to the ATS report RHLA, we have identified 955 students whose home language is not English. Of those students, 60% speak Spanish at home. As a result, all school-wide mailings and letters backpacked home are translated into Spanish. With 134 students, the next largest home language spoken is Bengali. 23 students speak Chinese at home, our next largest language.

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. School documents in need of translation are submitted to staff who are fluent in Spanish. Our website is currently translated into 35 languages. All email communications to these families are also automatically translated based on their indicated home language. Student translators are made available in a multitude of languages for parent teacher conferences. Spanish translators are made available at every PTA meeting. Oral interpretation services are also provided at Parent Teacher Conferences, Orientations, and Open Houses.

These findings are shared with our school community at department and faculty conferences. Parents are also informed of this at SLT and PTA meetings.

## 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. Guidance Counselors who are fluent in Spanish provide translation and interpretation services which involve confidential matters. Telephone communication of major importance is done via our automated phone system and translated into 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.  
 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**

- 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	During/after school as needed As needed As needed As needed

	“ “ “ “	Parent conferences Referrals to Social Worker and School Psychologist	As needed 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