

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

**DRAFT - PENDING SUPERINTENDENT APPROVAL**

**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 Sarah Wilkinson 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	
David Dipadova	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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>X</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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.

To refine curricula to reflect strategic integration of CCLS instructional shifts and rigorous CCLS-aligned tasks to deepen coherence across all grades and across all content areas with initial focus on ELA strategies. This will be completed by the Curriculum Writing Team. Curricula will be rewritten and aligned to CCLS by June 2015.

### **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.

Although the school is “Proficient” in this area, it was recommended as an “area of improvement” in the 2013-2014 Summative Feedback Report (Quality Review Indicator 1.1 Curriculum). HPHS is committed to implementing and further realizing the shifts necessary to align curricula, student learning/skills, and pedagogy to prepare our students to be college and career ready. Likewise as the 2014-2015 NYC Instructional Expectations ask schools to ground their work and goals around improving classroom practice within an instructional focus, we endeavor across all subject areas to improve rigor, quality, and richness of students’ command of evidence from varied sources in written and spoken communication.

### **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. The school will provide a series of Saturday Curriculum Writing Workshops to refine curricula. These workshops will be attended by teachers in each discipline. The teachers will be led by the four Assistant Principals – Supervision and an Educational Consultant. The work of curriculum revision and alignment to the CCLS will be ongoing throughout the 2014-2015 school year. By June 2015, all curriculums in each discipline will be revised and aligned to the CCLS shifts.
2. Mathematics teachers will work as a team and learn from each other in order to align the Algebra Curriculum.
3. Mathematics Department members will be trained in the use of technology to incorporate technology in the curriculum as a means to enhance instructional effectiveness. There will be increased use of instructional technology in the implementation of the Mathematics Curriculum.
4. The 9th Grade Global Curriculum will be modified to reflect the recommendations of the Quality Reviewer. Teachers and AP Social Studies will attend Saturday Curriculum Workshops and turn-key information to other teachers at Department Meetings and Curriculum Team Meetings.
5. The Science Department will initiate changes in Science Curriculum to support the Common Core Standards. The laboratory portion of the course will be revised slowly to better reflect inquiry type learning. The Science Department will revise a minimum of one laboratory assignment per course.
6. Revise Spanish 1-6 Curriculum to align with new NYS LOTE recommendations as well as National Standards for Foreign Language, while maintaining Checkpoint B alignment.
7. Revise English 1-6 Curricula to further align with CCLS.

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

1. Content Area Teachers; Assistant Principals – Supervision; Education Consultant
2. Mathematics Department and Assistant Principal of Mathematics
3. Mathematics Department; Assistant Principal of Mathematics; Professional Services Consultants
4. Social Studies Department; Assistant Principal of Social Studies
5. Science Department and Assistant Principal of Science
6. English/Foreign Language Department and Assistant Principal of English/Foreign Language
7. Assistant Principals – Supervision and Consultant

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

1. Teachers will be invited to attend Curriculum Writing Workshops on Saturdays. The teachers will then turnkey information and resources to other teachers at monthly Curriculum Team meetings, Department Meetings, and Common Planning Time (CPT) meetings.
2. Mathematics teachers will monitor their progress toward their curricula as they interact with other teachers; the completed curriculum will be aligned to the CCLS.
3. Math teachers will implement some sort of technology in the teaching of their lessons, preparation of their lessons, or administration of the classroom.
4. Two social studies teachers will lead the Social Studies Curriculum Writing Initiative while actively being supervised by AP of Social Studies. The Social Studies Department will be consulted periodically during Department Meetings for input on changes to the 9<sup>th</sup> Grade Global Curriculum.
5. The Science Department will revise the Laboratory Curriculum to better prepare the students to communicate successfully, and successful implementation will be reflected in student academic performance.
6. The English Department's AP will work with and guide teacher teams of curriculum writers on a bi-monthly basis on Saturdays and after school to produce revised curricula. Meet weekly with other APs Supervision and consultant to maintain congruence of curricula across disciplines.
7. Assistant Principals - Supervision and Consultant meet each week to review the progress of aligning curriculum to CCLS.

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

1. In June 2014, teachers applied for per session work to become members of the Curriculum Writing Team. The 16 teachers, from all disciplines, along with the four Assistant Principals – Supervision attended a two-day retreat on curriculum revision and writing. The Curriculum Writing Team was led by Educational Consultants from ASCD (Association for Supervision and Curriculum Development) and Shane Purse Associates. The two-day workshop took place in July 2014. Beginning in September and continuing throughout the 2014-2015 school year, the Curriculum Writing Team will be meeting to revise, write, and align the school's curricula to the CCLS. Saturday Workshops:

October 18, 2014; November 15, 2014; February 28 2015; March 7, 2015; April: TBA; June: TBA

2. By June 2015 the Algebra Curriculum Map will be updated.
3. By June 2015 the AP Mathematics will observe each teacher at least once using technology in the classroom so that all teachers will begin to move toward full integration of technology in the curriculum.
4. By May 2015 the 9<sup>th</sup> Grade Global Curriculum will be updated.
5. By Spring 2015 the Science Department will revise laboratory assignments.
6. Revised curriculum maps for Spanish 1-6 and English 1-6 courses to be produced by May 2015.
7. Revise ELA Curriculum by June 2015.

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

1. Shane Purse Associates, Education Consultant, will offer in-house Curriculum Writing Workshops on Saturdays. Title 1 and FSF will support per session payment for workshop participants. Each Assistant Principal – Supervision collaboratively plans the workshop with Shane Purse Associates and supervises the work of their relevant content area teachers.
2. Math teachers will use the GLT, Department Meetings and Staff Development Meetings as a forum for support and resources. Teachers will use engageny.gov and other resources to align the curricula.
3. There will be classroom visitations by the AP Mathematics to assess the goal of using technology in the classroom. The AP Mathematics will promote and encourage teacher attendance at professional development in-house and off-site focusing on use of technology. Mathematics Department Meetings will focus on use of technology. An appointment of a Technology Coordinator from within the math faculty for the 2014-2015 school year will be explored.
4. The Social Studies teachers will attend Saturday Curriculum Writing Workshops along with Assistant Principal of Social Studies.
5. There will be collaboration with peers to improve student laboratory skills and interpretation of data in science classrooms.
6. AP English will work with teachers to create published curriculum maps for Spanish 1-6 and English 1-6 courses in Saturday Curriculum Writing Workshops and other curriculum writing meetings.
7. Curriculum Writing Team will work on the ELA Curriculum E1-E6 during Curriculum Writing Meetings.

***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).

We will build parent capacity to support the education of their children through a monthly Parent Newsletter; communication using Pupil Path and School Messenger; the school's website at <http://www.hphsnyc.org>; Parent-Teacher Conferences, the Annual Parent Retreat, special family events,

and at monthly SLT and PTA meetings. We will continue to fully support our Parent Coordinator to serve as advocate for families at meetings and events.

***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 II A</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 #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.

This goal will focus on teaching practice as it relates to the work teachers are doing in their Inquiry Teams. We will expand the use of instructional strategies so that the vast majority of classrooms utilize entry points (multiple) and quality supports (scaffolds) and extensions that result in higher levels of student thinking, participation, and ownership by June 2015. Each department will continue to look at lesson and unit plans during their Inquiry Team Meeting blocks to evaluate student achievement as a result of the instructional strategies which the Inquiry Teams are focusing on. This work is ongoing and will be documented in the Inquiry Binders which the Assistant Principals – Supervision will monitor.

### **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.

Although the school is “Proficient” in this area, it was recommended as an “area of improvement” in the 2013-2014 Summative Feedback Report (Quality Review Indicator 1.2 Pedagogy). HPHS is committed to implementing and further realizing the shifts necessary to align curricula, student learning/skills, and pedagogy to prepare our students to be college and career ready. Likewise as the 2014-2015 NYC Instructional Expectations ask schools to ground their work and goals around improving classroom practice within an instructional focus, we endeavor across all subject areas to improve rigor, quality, and richness of students’ command of evidence from varied sources in written and spoken communication.

### **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.

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

1. Teachers will be familiar with their class data to meet their students’ individual needs to create a menu of instructional strategies and scaffolds to address students’ individual needs within the Mathematics Department.
2. Develop a transparent culture within the Science Department to improve student performance through effective teaching and implementing student data to monitor individual student progress. In addition, student-to-student engagement is priority. Towards this end, the Science Department will initiate changes to align teaching practices to better reflect the Danielson Rubric. They will pay particular attention to Component 3b, using questioning and discussion techniques. Students will be required to interact with their peers during the questioning process. To support this change, stress will be placed in addressing student behavior and to focus on improving classroom environment.
3. Lessons will be aligned closely with common core and Regents exams. Students are expected to read, write and analyze information as part of their daily assignments. Provide educational strategies to students with special needs and lower one third. The goal is to provide additional support for this specific group of students to successfully pass the Living Environment Regents in one year.
4. The Science AP will provide teachers with informal peer to peer evaluation on a consistent basis. Teachers will visit with their peers who have been identified as effective or highly effective. The objective is to encourage teachers to reflect on their instructional strategies which are ineffective and/or in need of further development. In addition to inter-visitation, AP Science and other teachers rated highly effective will model lessons for other teachers in their classrooms.
5. The Principal along with each AP Supervision (Mathematics, Science, Social Studies, and English) will conduct joint observations of teachers to examine the use of instructional strategies in all classrooms. The focus will be placed on presence of the following domains in the

classroom: Domain 3b: Using Questioning and Discussion Techniques (Quality of Questions, Discussion Techniques, and Student Participation); and Domain 3c: Engaging Students in Learning (Activities and Assignments, Students Groups, Instructional Materials & Resources, Structure and Pacing).

6. The English Department and AP English will pilot CCLS ELA Regents preparation and testing of Grade 10 mainstream ELLs in June 2015 and implement supplemental support program.
7. Focus on planning through Common Planning Time.
8. Produce CCLS aligned curriculums that embed Multiple Entry Points.
9. Conduct workshops that embed CC instructional shifts and scaffolds and supports.

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

1. Mathematics Department; Assistant Principal of Mathematics
2. Science Department; Assistant Principal of Science
3. Science Department; Assistant Principal of Science
4. Science Department; Assistant Principal of Science
5. Principal and Assistant Principals Supervision
6. English Department; Assistant Principal of English
7. Teachers will use Common Planning Time
8. Curriculum Writing Team and Assistant Principals – Supervision
9. Assistant Principals – Supervision, Principal and Educational Consultant

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

1. Design a system for teachers to schedule walkthroughs; collaborative planning instruction and writing CC-aligned tasks to ensure scaffolds; utilize the expertise of experienced teachers to support in the planning process. Teachers will visit and observe other teachers in the subject, outside of subject, and report their interactions at Department Meetings.
2. Through the observation process, the AP Science will observe the manner in which students communicate with their teachers as well as their peers, focusing on student leadership and student accountability. Students will learn by inquiry and through trial and error. Factual assessment will be minimized. Progress will be evident in students' grades and their ability to respond to higher level questioning. There will be assessment of student skills in writing, comprehension and application. Compare data regarding student achievement; compare passing rates and failing rates among teachers of the same discipline. During the observation process the culture established by the teacher will be clearly evident and will serve as an indication of the progress or lack of progress of each individual student.
3. Special classes have been programmed to support this subgroup. Specific preparatory classes are put into place to support students who have failed Living Environment Regents multiple times. Results of this change, either positive or negative, will be determined upon completion of June's Living Environment Regents exam.
4. Ongoing evaluation of teachers' instructional effectiveness and/or areas of improvement. Creating individualized professional development plans appropriate for each teacher. The main objective for implementing this goal is to support teachers and provide them with the necessary skills to successfully plan and implement their lessons. Accurately assessing teacher skills and addressing deficiency will reflect

positively on student performance and student engagement. Effective teacher produce successful student outcomes.

5. Once a week during the months of December through March, the Principal will visit classrooms with APs Supervision to ascertain instruction is engaging and meets the needs of all learners. Once the informal observation is completed, the Principal and AP will immediately meet to strengthen teacher practice by examining and refining the feedback to give back to teachers. Feedback to teachers, jointly by Principal and AP Supervision, will be done within four to five days.
6. Attendance sheets from supplemental program and REDS Report for CCLS ELA Regents after testing; PD agendas.
7. Assistant Principals – Supervision will monitor progress of teachers during Common Planning Time (CPT) by collecting agendas and minutes to be placed in binders.
8. Work of the Curriculum Writing Team will be evaluated throughout the year. Final curriculums to be produced by June 2015.
9. Workshops conducted by Assistant Principals – Supervision, Principal and Educational Consultant will conclude with exit slip feedback to be used to plan next steps.

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

1. September 2014 – June 2015; Ongoing
2. September 2014 – June 2015; Ongoing
3. September 2014 – June 2015; Ongoing
4. September 2014 – June 2015; Ongoing
5. December 2014, January 2015, February 2015, March 2015
6. All Grade 10 mainstream ELLs will be prepared for the ELA Regents exam in class and through a supplemental after-school program. Students will then sit for the new CCLS-aligned English Regents in early June 2015.
7. September 2014 – June 2015; Ongoing
8. September 2014 – June 2015; Ongoing
9. September 2014 – June 2015; Ongoing

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

1. Sign in sheets of intra-school and inter-school visitations; teacher observations detailing multiple entry points in specific lessons observed; student work products; improved Scholarship Report.
2. Through inquiry process and Common Planning Time teachers will share ideas and strategies in a non-threatening environment. Teachers will access student work, compare the results of students with diverse academic needs. In addition to analyzing student data, teachers will also compare their data with those of their peers. In comparing teacher data regarding student progress teachers can self-reflect on their strategies.
3. Incoming students were strategically programmed to support the struggling students. Students with special needs are now expected to complete the course in one year and successfully complete the Living Environment Regents exam in June of 2015. The outcome of this programming change will be better determined through data in June 2015.
4. Schedule regular meetings with teachers including a pre-observation conference with all participating teachers, as well as a post-observation conference. Teachers are encouraged to attend professional development workshops within NYC as well as out of state conferences. During teacher inter-visitiation activity, teachers will

observe best practices. Teachers will be provided with feedback and recommendations towards implementing changes to support student achievement. During modeling activity, lesson plans and implementation of lessons will be analyzed and discussed during de-briefing sessions. The Principal will provide additional funding towards supporting this initiative to cover teachers' classes in order to allow participating teachers to attend meetings.

5. Using Advance's evaluation process, the Principal and the APs Supervision will conduct joint visits and together provide joint feedback to teachers.
6. Plan with ESL and English teachers for the instruction of these students; set up weekly Title III supplemental prep program for students; work with guidance counselors and test coordinator to test in June. After testing, use results to revise instruction with ESL teacher and plan and implement department-wide professional development.
7. Staff created SBO Schedule to embed time in the day for Common Planning Time (CPT) so teachers could work together in Grade Level Teams twice per week.
8. Curriculum Writing Team consists of 16 Teachers, 4 Assistant Principals, and Educational Consultant. The Assistant Principals – Supervision and Educational Consultant meet each week to review, plan and revise next steps. The Curriculum Writing Team meets six Saturdays to work on curriculum writing throughout the year.
9. Assistant Principals – Supervision and Educational Consultant will use Department Conferences, Faculty Conferences and schedule a series of Lunch & Learns throughout the year to discuss embedding the CCLS shifts and work with teachers to adjust practice so it is aligned with the CCLS shifts.

**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).

We will build parent capacity to support the education of their children through a monthly Parent Newsletter; communication using Pupil Path and School Messenger; the school's website at <http://www.hphsnyc.org>; Parent-Teacher Conferences, the Annual Parent Retreat, special family events, and at monthly SLT and PTA meetings. We will continue to fully support our Parent Coordinator to serve as advocate for families at meetings and events.

**Budget and Resource Alignment**

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

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.

Fair Student Funding  
OTPS

### **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.

Expand understanding of reading Lexile levels (in conjunction with Gates MacGinitie Reading Test results) and apply this understanding to improve reading comprehension across all content areas by June 2015. Greater reading achievement will result in higher achievement in content areas. It will also motivate students to be lifelong readers.

#### **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.

Based on the results of the Gates MacGinitie Reading Tests (GMRT), administered in the Fall of 2014 to all students, we determined there is a need to improve reading comprehension for a significant number of students so that they can succeed with our CCLS aligned curricula, pass the CCLS aligned State assessments, and be college and career ready upon graduation. In the Spring 2015, we will retest students to measure progress in reading comprehension, specifically.

#### **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.

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

1. Utilize data from Gates MacGinitie Reading Tests (GMRT) to train teachers to make use of Lexile data when selecting texts and matching students to books for instructional purposes.
2. Expand understanding of reading and writing within lessons to improve math literacy. Teachers will understand how word problems promote literacy.
3. Workshops during Common Planning Time for content area teachers in what Lexile levels mean and close reading. The Lexile Framework allows the teacher to select course texts and reading materials that match the range of student reading levels. Teachers will be able to select books that are suitable for a wide audience, including advanced and struggling readers.
4. Conduct one session with other Assistant Principals - Supervision around the use of Lexile data from GMRT (Gates MacGinitie Reading Tests); conduct a one hour PD session with faculty during the February 2015 Chancellor's Conference Day on the use of Lexile in evaluating and selecting instructional texts.

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

1. Across all content areas; All Assistant Principals – Supervision and Teachers
2. Across all content areas; All Assistant Principals – Supervision and Teachers
3. Across all content areas; All Assistant Principals – Supervision and Teachers
4. Across all content areas; All Assistant Principals – Supervision and Teachers

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

1. Identify students by using Lexile Scores provided by GMRT.
2. Purposeful grouping based on Lexile Scores.
3. Reading material will reflect Lexile Levels (scaffold reading across disciplines).
4. PD for Assistant Principals – Supervision will act as a spring board for AP-led professional development for teachers around GMRT Lexile Data.

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

1. Conduct PD session with APs in January 2015; conduct faculty-wide Professional Development in February 2015.
2. September 2014 to June 2015; Ongoing
3. September 2014 to June 2015; Ongoing
4. February 2015 during Chancellor’s Conference Day for Teachers; Assistant Principals – Supervision Workshop: TBA

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

1. Purchase GMRT exams Version S and Version T. Version S administered in September 2014; Version T to be administered May 2015 to check for student growth.
2. Purchase GMRT Lexile Scores for all students, Grades 9-12.
3. Teachers will be given Student Lexile Scores which they will be able to use to scaffold primary and secondary sources in all disciplines.
4. The workshop will be held during Chancellor’s Conference Day in February 2015 for teachers. The four Assistant Principals Supervision will network together to find the best time during the day to meet for one hour on the topic of Lexile data and its effectiveness in literacy.

**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).

We will build parent capacity to support the education of their children through a monthly Parent Newsletter; communication using Pupil Path and School Messenger; the school’s website at <http://www.hphsnyc.org>; Parent-Teacher Conferences, the Annual Parent Retreat, special family events, and at monthly SLT and PTA meetings. We will continue to fully support our Parent Coordinator to serve as advocate for families at meetings and events.

**Budget and Resource Alignment**

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

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

## 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.

### **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 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.

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

1.

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

1.

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

5.

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

1.

#### **5. 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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

## 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 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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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 Levels 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 two 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**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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, and 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 <i>Looking at Student Work</i> , 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 improve 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.

---

**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 MetroCards 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 Parent 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
- Take 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

2.

**DBN: 02M420**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$847,782	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan

Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$7,712,348	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement

standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: High School for Health Profess	DBN: 02M420
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 76
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: We will run a supplemental reading and writing skills program for all current grade ten ELLS who will take the CCLS aligned ELA Regents Examination in June 2015. There are thirteen ELLS who will take the examination in June 2015, seven months earlier than their cohort will take the exam in January 2016.

Historically, our ELLS have struggled to pass the ELA Regents Examination and have required more than one sitting in order to pass. We are testing this group early to give them an extra opportunity to pass the test. If these students should fail this test in June, they will nonetheless have gained familiarity with the exam and the information we glean about them from this attempt will be used in planning further instruction for these students.

A further rationale for offering this group a supplemental program is the fact that the CCLS represents a far more difficult test than the test it replaces and all have struggled to attain reading and writing proficiency on the NYSESLAT; 11 of the 13 scored as level 1 on the 8th grade ELA and the remainder scored at level 2; 9 of these students are among the lowest third for the school; six are among the lowest third for the city. Clearly they will benefit from supplemental instruction in the reading and writing skills needed to pass the new examination.

The program will run after school from November 2015 to May 2015 on Wednesdays. Two teachers will conduct the program: our certified ESL teacher and 1 content-area ELA teacher. Teachers will co-teach and use small group, whole group and individualized instruction.

They will meet with students for 3 hours every Wednesday after the school day ( and 1 hour on a Monday the day before the exam) as follows:

Nov 19, 26

Dec 3, 10, 17

Jan 7, 14, 21

Feb 4, 11, 25

## Part B: Direct Instruction Supplemental Program Information

March 4, 11, 18, 25

April 1, 15, 22, 29

May 6, 13, 20, 27

June 1

This will take 140 hours of teacher per session at \$51.51 per hour or \$6720 (60% of grant)

We will spend slightly less than 20% of our OTPS funds to purchase iPads for use by students in the program. These are needed because much of the preparatory materials for the exam are online. Specifically we will purchase 5 iPads at \$383 each for a total of 1, 915.00.

The remainder of OTPS (325.00) will pay for notebooks, markers and chart paper for students to use during the program.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Because our school currently only has a free-standing ESL program, all of our ELLs take mainstream classes for all other subjects. Therefore, all of our teachers have ELLs in their classes and can benefit from supplemental professional development in the instruction of ELLS. All teachers will receive supplemental training infused into our current PD schedule on Chancellor's Conference Days.

February 2 Topic: Making the Common Core accesible to ELLS  
Presenter: Literacy Consultant Shane Purse  
Audience: content area teachers

June 4 Topic: Building Literacy for the Common Core: Best Practices for ELLS  
Provider: Literacy Consultant Shane Purse  
Audience: ESL, English and Special Education Teachers

Ongoing Support September 2014-June 2014: Mr. Purse meets with individual teachers of ELLS and conducts classroom visits to model best practices for teaching ELLS throughout the school year. He is at school every Friday. This is paid for with other funds. In the spring he will specifically work with teachers of ELLS in the content area to reinforce ideas presented in the February 2 PD. This work will take place on Every Friday with groups of teachers February 2015 through June 2015.

### Part C: Professional Development

Provider will be Literacy consultant Shane Purse of Shane Purse Associates. Fee=\$1120.00 (10%)

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Our ELL parents are already included in all parent activities at the school. However, to address the unique needs of ELL parents, we will hold additional meetings for all ELL parents once a month for one hour and a half after our regularly scheduled PTA meetings. Our ESL teacher, will conduct the meetings. Discussion with parents will center around topics from the text Common Core State Standards K-12 Parent Guide. We will distribute to all ELL parents a copy of this booklet in English as well as in their home language, when available. We will purchase 85 copies in English, 55 in Spanish, 5 in French, 5 in Kreyol, 5 in Urdu, 14 in Bengali, 5 in Chinese, 5 in Russian and 5 in Arabic. The cost is 184 booklets @ \$2.95 each = \$542.80

Timetable (All Wednesdays, 6:30 p.m.)

November 19

December 17

January 21

February 25

March 18

April 22

May 20

June 17

Topics will be partially drawn from the aforementioned text and include Overview of the Common Core, Common Core Assessments, Helping your Child Prepare for the Common Core, Understanding Your Child's Report Card, and College and Career Readiness. Teacher per session hours will be 8 1.5 hour sessions for a total of 12 x \$48.00 per hour = \$576.00

Translation Services will be available

Parent Notification

Parents will be notified in a variety of ways: backpacked letter home, e-mails sent via Skedula, automated phone calls and notices on the school website.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

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

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 [i](#) 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	19	0	3	11	0	7	33	0	7	63	

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	19	0	3	11	0	7	33	0	7	63
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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	
	ELL	EP	ELL	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	
<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>	<b>0</b>	<b>33</b>	<b>20</b>	<b>7</b>	<b>3</b>	<b>63</b>								

## 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
Intermediate(I)										7	5			12
Advanced (A)										23	16	6	3	48
Total	<b>0</b>	<b>33</b>	<b>21</b>	<b>6</b>	<b>3</b>	<b>63</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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.

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 Karaiskos establish a test schedule to insure that every eligible student is given multiple opportunities to take all four parts of the test. Testing sessions and make-up sessions are built into the school calendar and daily schedule. Mary Jo Stenson, Steven Evans and Loizos Karaiskos work with data specialist Clifford Gomez to access ATS Reports including, but not limited to, the RLER, RLAB, RLAT, 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. *①*
- 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.

## Part V: ELL Programming

### 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:			
Math:			
Science:			

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

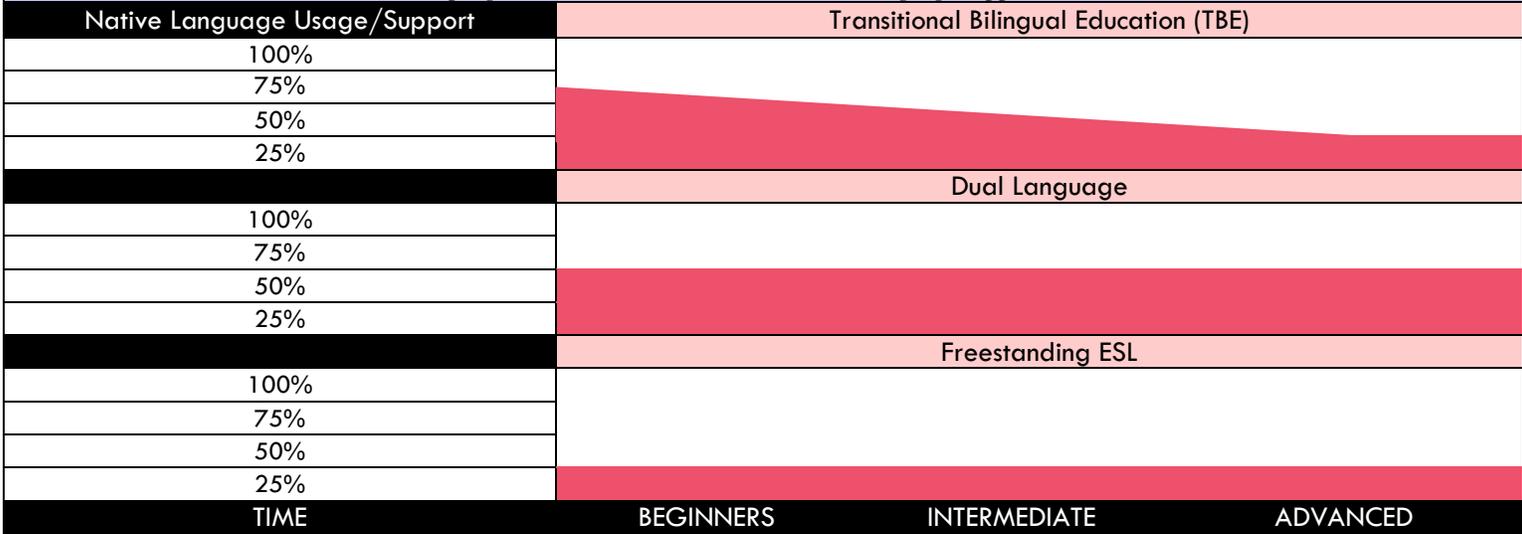
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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 Lopicollo. 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 studnets 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 assesments, 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.aste 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:

## **Part VI: LAP Assurances**

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.