



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

06M468

School Name:

HIGH SCHOOL FOR HEALTH CAREERS AND SCIENCES

Principal:

JAVIER TREJO

SchoolComprehensiveEducationalPlan(SCEP)Outline

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Section1:SchoolInformationPage

SchoolInformation

School Name: H.S. for Health Careers and Sciences School Number (DBN): 06M468
School Level: High School Grades Served: 9-12
School Address: 549 Audubon Avenue, New York, NY 10040
Phone Number: (212) 927-1841 Fax: (212) 342-6129
School Contact Person: Javier Trejo Email Address: JTrejo@schools.nyc.gov
Principal: Javier Trejo
UFT Chapter Leader: Daniel Rosenbaum
Parents' Association President: Angelita Diaz
School Leadership Team Chairperson: Angelita Diaz
Student Representative(s): Caren Robles, Alondra Maracallo

DistrictInformation

District: Six Superintendent: Fred Walsh
Superintendent's Office Address: 333 Seventh Avenue, New York, NY
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: (212) 356-3739 Fax: _____

ClusterandNetworkInformation

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 611 Network Leader: Deborah Schaeffer

Section2: SchoolLeadershipTeam(SLT)SignaturePage

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Javier Trejo	*Principal or Designee	
Daniel Rosenbaum	*UFT Chapter Leader or Designee	
Angelita Diaz	*PA/PTA President or Designated Co-President	
Yhanka Veras	DC 37 Representative, if applicable	
Caren Robles, Alondra Maracallo	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Daisy Goins	Member/PA Vice-President, parent	
Lidia Hidalgo	Member/PA Secretary, parent	
Aida Rojas	Member/PA Treasurer, parent	
Teresa Ratkowski	Member/AP Organization, staff	
Elizabeth Arrendell	Member/Guidance Counselor, staff	
Marilyn Guillen	Member/PA Delegate, parent	
Yhanka Veras	Member/DC 37 Representative, staff	
Jose Rodriguez	Member/PA Delegate, parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, Trust, addressed within each action plan.

The Six Elements of the Capacity Framework	
Rigorous Instruction:	Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment:	The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers:	Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership:	Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties:	School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust:	Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

Step 1: Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

Step 2: For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.

Step 3: Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Step 4: Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

Step 5: Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).

Step 6: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section4:SCEPOverview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The High School for Health Careers and Sciences is a comprehensive educational program with a mission to promote college and career-readiness; community-based partnerships and a rigorous/diverse science program. We serve a diverse body of students across all five boroughs with a majority of our students coming from district six. Our school register is 618 students. Our student population characteristics are comprised of 79.44% Hispanic; 16.42% African American and 4.14% other. Currently, 32.33%% of our total population of students are English Language Learners; 23.06% are students with an Individual Education Plan.

To support teaching and learning, we have developed supportive structures in three principle areas: (1) fully articulated, common core aligned curriculum, (2) a faculty professional growth system supporting the provision of the curriculum, and, (3) a system for measuring the impact of that provision relative to student learning and achievement.

Our schools' instructional focus is to engage students in high-quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking. Because we believe that students learn best when learning is socialized, collaborative, and relevant to their lives, administrative policies, instructional practices, and curricular provisions focus on Danielson 1e, 3b, and 3d. We feel these to be high leverage components in transforming teaching culture. They speak to intentionality in design and focus attention on the direct relationship between types of questions we ask, along with the kinds of thinking these questions provoke.

We have many partnerships which strengthen the overall school program. These include:

- A collaboration with Community School Board Twelve focusing on our student government representatives who attend monthly meetings
- Internships at Isabella Geriatric Center
- Urban Arts after school musical production club and Fresh Prep program, which prepares our students for both the Global and US History exams.
- NY Hall of Science offering PD for teachers and trips for science classes
- Cornell University collaboration offering a Hydroponics and Aquaponics course
- Pencil, Inc. business partners offering youth career seminars for selected juniors
- Student Government Activities: theme dances, spirit days, bake sales, attendance at community board meetings

Our school has an active student government that includes all grade groupings. This group of students is heavily involved in the organization of activities in the school: school dances, school bake sales, school service projects, etc. Our student government has regular meetings to include and inform student representatives of school policies. Additionally, there are monthly town hall meetings for each grade level to celebrate student success. This is used as a vehicle to improve student academic success/participation and allow students to have a voice. We have a significant number of 21st Century clubs, extracurricular activities and college readiness programs. These include: World Cultures Cooking Club, Zumba Club, English Blog Club, National Honor Society Service Club, Comic Book Club, College Club, Fitness Club, and the Musical Production Club. Student achievement is posted around the school – perfect attendance, principal's honor roll, high honor roll, passing Regents/classes, etc. Selected classes receive enrichment in classes through 21st Century artists – music, dance, and graphic arts. We offer the Achieve Now credit accumulation program,

Regents Prep tutoring and other academic interventions to support at-risk students. The school implements credit recovery programs during the school year and employs winter and spring breaks for state-approved online programs.

One of the school's strengths is that due to the 21st Century grant, which began in 2013 – 2014, the School has increased the availability of club offerings and extra-curricular activities by 100%. Students are now actively involved in a variety of activities after school and on Saturdays. Another strength is that we continue to increase and improve our course offerings related to Health Careers and Sciences, which are integral for our theme-based program. In addition, our general elective course offerings continue to increase through the use of online elective courses as well as general electives being offered in each content area. The school climate and culture is a clear strength. We continue to strengthen academic interventions and social-emotional supports for students and are implementing a student peer -mediation program for improved conflict resolution.

Some challenges we faced were that teacher teams were at different stages of professional growth around CCLS. This initially affected the quality and promptness of unit development and implementation of those units in class. Additionally, limited funding sources for hiring multiple consultants to support teachers in content-based departments were also a challenging factor.

The Tenets in which the school exhibited the most growth are Tenet 2: School Leader Practices and Decisions and Tenet 6: Family and Community Engagement. Some examples of growth made in Tenet 2 are a 10% increase in graduation rate due to increased credit accumulation, Regents prep tutoring and credit recovery offerings, which more students attended consistently. In addition, we increased college and career readiness offerings for students including a college advisement team and a college-readiness club. Lastly, students and teachers alike are both empowered; students have an active student government and Town Hall meetings where they can voice their concerns. Teachers have a teacher team configuration by content area, where they are led by teacher team leaders, who also meet on a weekly basis with the administration. In Tenet 6, many parent workshops were held for better understanding of their child's transcript, technology training and also training parents in the effective use of the Skedula/Pupil Path grading system. In addition, we provided parents' opportunities to assist them in understanding the school accountability systems including the school Quality Review Report and the Learning Environment Survey Report. These workshops were held in both the daytime and the evening in order to accommodate working parents and there was an increase in parent attendance at these events.

An important accomplishment for us is our graduation rate increased by 10% (**2.3 Systems and structures for school development**) as compared to the previous school year 2012-2013. All instructional staff received professional development concerning Operation Exito (Casa Grande), a web-based Regents preparation program, where students earned donated prizes through a point system. Faculty and students garnered several rewards from the community which helped to build relationships with business owners in the neighborhood. Teachers, parents and students utilized a common grading system: Skedula/Pupil Path. This system allowed students and parents to remain informed of current academic standings in every class. Teachers have created Common Core aligned units, which they are currently enhancing. They continue to meet in teams and evaluate their work. Each department has established a protocol for looking at students' work, and the school has adopted common planning time for teachers to augment their practice. In keeping with *City-Wide Instructional Expectations (CIEs)*, to ensure that each child has someone s/he feels connected to, the school gave the students a survey and created a visual for everyone to understand that there is someone who truly cares for each child who crosses our threshold.

Areas of focus for us this year are to ensure that the schools' instructional focus (to engage students in high-quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking) is prevalent and consistent in each classroom throughout all content areas. In addition, we will focus on continuing to strengthen our curricular unit alignment in all content areas. Lastly, we will implement an interim assessment plan; based on MOSL data from the school year 2013-2014, we are focusing on citing strong evidence from texts and making inferences to engage in analysis.

In closing, know that we will work with earnest to provide a quality education and experiences that will prepare our students to develop the academic, social and personal qualities necessary to realize their fullest potential as life-long learners and productive, caring citizens of the world.

06M468 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	608	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	14	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	6
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	89.0%	% Attendance Rate			86.1%
% Free Lunch	90.2%	% Reduced Lunch			3.4%
% Limited English Proficient	27.1%	% Students with Disabilities			17.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			18.1%
% Hispanic or Latino	78.2%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	1.3%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)			3.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.07
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	32.6%	Mathematics Performance at levels 3 & 4			47.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.1%	% of 2nd year students who earned 10+ credits			72.5%
% of 3rd year students who earned 10+ credits	75.0%	4 Year Graduation Rate			59.0%
6 Year Graduation Rate	66.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A—Capacity Framework Element—Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1—Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our self-evaluation is based on the 2013-2014 School Quality Review. Our focus is on increasing student achievement to raise the graduation rate and on strengthening pedagogical practice to improve instruction. Action plans have been created to align budget allocations, structures, and protocols to meet student and staff needs. Our School MOSL Team selected the New York City Performance Task/Assessment in ELA as the State Measure for non-regents. We have made literacy across content areas a priority.

Targeted professional development is given in particular content areas relative to discipline-specific curricular practices including analyzing content knowledge skills, lesson effectiveness aligned to curriculum and the CCLS, the Danielson rubric (1e, 3b & 3d), and instructional expectations.

We are working with network instructional support staff and Generation Ready coaches to support our curricular unit alignment. This is an ongoing process. We created a central unit repository for all progress made. We continue to revise and strengthen the quality of our work.

Student progress and alignment to student goals are tracked by looking at performance-based tasks aligned to Webb’s Depth of Knowledge (DOK) tool and our Assessment Team developed interim-assessments. We have analyzed students’ results and developed strategic action steps to support growth in Common Core Standard proficiency over the course of a five to six week period. Adjustments

to curriculum/pedagogical practice are made based on assessment data.

Our comprehensive needs assessment includes action steps, a timeline, stakeholders, and a communication plan. The most recent needs assessment indicated school successes in smaller teacher-to-student classroom ratio, and the hiring of another guidance counselor to increase student support services. The needs assessment also informed professional development opportunities, such as embedding the DOK rubric to strengthen performance tasks. Based on MOSL data for school year 2013-2014, we noticed a major need was growth around text-based analysis and counter-claims. As a consequence, we have a major focus on citing strong textual evidence from text and making inferences to engage in analysis.

Part2–AnnualGoal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 3% increase in our school scholarship report in English Language Arts as compared to year 2013-2014. Teacher teams will enhance curriculum in all content areas (literacy across content areas) that is aligned to key college-ready standards so that all students have access to material that is relevant, engaging, and rigorous.

Part3–ActionPlan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>2 times per week, teacher teams meet to enhance/design (Curriculum) lessons, units, assessments, and projects that reflect/are aligned to Common Core, Danielson Rubric and QR-based standards.</p> <p>Teachers plan for interactive learning via student to student discussions by analyzing: instructional tasks, assessments, learning activities etc...</p> <p>Network instructional support staff and Generation Ready coaches support <u>curricular unit alignment</u>.</p> <p>Coaches will perform 20 sessions with teacher teams to support CCLS planning and preparation.</p> <p>Targeted professional development is provided based on ADVANCE observations on areas of school focus: 3b, 3d & 1e.</p>	<p>Supports address faculty needs so that we can serve diverse proficiency level students.</p>	<p>A minimum of two days per week between October 2014 and June 2015, Generation Ready coaches will perform 20 sessions and targeted PD is twice</p>	<p>Assistant principals, teachers and school-community partners/consultants.</p>

		a month.	
<p>Teachers plan instruction that supports the “Socratic Seminar.”</p> <p>1 day per week, teams discuss implications for teacher planning and preparation and identify trends of students’ strengths and areas for growth that they want to share with their cross-discipline grade level teams for the next week.</p> <p>Teachers familiarize themselves with the tools of our new interim assessment program in order to examine class and student level reports, review data from initial diagnostics, and create student-specific action plans.</p>	Supports address faculty needs so that we can serve diverse proficiency level students	A minimum of two days per week between October 2014 and June 2015, Generation Ready coaches will perform 20 sessions and targeted PD is twice a month	Assistant principals, teachers and school-community partners/consultants
<p>Use the NYC Learning Environment Survey to measure the progress toward success.</p> <p>Utilize school-developed parent surveys and questionnaires to measure steps to success.</p> <p>Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.</p> <p>Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents’ capacity to help their children at home; work with the Parent Association to establish support structures for improved understanding of their child’s progress by training parents in the effective use of Skedula/Pupil Path.</p>	Supports address parent needs so they can support their children.	A minimum of two days per month.	Parent Coordinator and school-community partners/consultants
<p>There are regular student government meetings and town hall meetings where students feel empowered and take a role in establishing school culture. Students are beginning to be more vocal at town hall meetings and realize the power of voicing their ideas.</p> <p>Teacher Team Leaders participate in cabinet meetings and we have an open cabinet once per month where all teachers and community partners can partake in decision-making and proposing initiatives.</p>	Supports address student needs.	A minimum of one Town Hall per month. Teacher leaders meet twice a month	Assistant Principals, teachers, support staff and community partners.

		with cabinet.	
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Part4–ResourcesNeeded

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Priority/Focus funding
Generation Ready consultants
 Teachers
 Assistant principals
 Network support staff

Part5–BudgetandResourceAlignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus funding

Part6–ProgressMonitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

1. Our self-evaluation is based on the 2013-2014 School Quality Review.
2. The Generation Ready consultant and teacher teams will conduct an assessment of the quality of each completed unit’s performance tasks and at least one other assessment will be developed. Unit revision and feedback will be ongoing. By February, there will be four completed ELA units, four completed mathematics units, four completed social studies units, four completed science units, all with appropriate maps.
3. Supervisory staff will routinely measure CCLS units using the Danielson Rubric/Tri-State Rubric.
4. Four classroom observations for each teacher will performed by the by supervisory staff by the end of February to observe the unit implementation process and/or standard/instructional focus.
5. Student work will be examined by teacher teams on a weekly basis using a common protocol.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B–Capacity Framework Element–Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1–Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:
 3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:
 5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school aggressively pursued and was awarded the 21st Century grant. Because of this grant, during this school year/last year the availability of club offerings and extra-curricular activities has increased by 100%. Students are now actively involved in a variety of activities after school and on Saturdays.

We increased in request for internships (Isabella Volunteer Program).

Continue to increase incentive-based programs to improve student motivation.

Continue to promote reward ceremonies and rituals routinely that recognize student success.

Improve and enhance parent-teacher communication and interaction to further student achievement.

Continue to strengthen and increase course offerings related to Health Careers and Sciences, which are needed in our theme-based program.

Continue to strengthen academic interventions and social-emotional supports for students.

Create a student mediation program for improved conflict resolution.

Part 2–Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase our student participation rate in Academic Intervention Services by 3% compared to school year 2013-2014.

Part3–ActionPlan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Increase extra-curricular activities, clubs and events which will further build community. Teachers and the leadership team will engage students in grade level Town Hall meetings pertinent to graduation requirements, events, internship opportunities, community service projects, and/ or research opportunities. An increase in recorded visits to the college counselor's office. Periodic celebrations regarding student achievement; host staff/students of the month recognitions; host staff/student retreats & trips; establish the creation of a reward system for staff and students; host multicultural celebrations around holidays for staff, students, and parents, so that we might revel in the joy of diversity. We are collaborating with the Public School Athletic league to increase our school sports team offerings. We are enhancing our comprehensive structure for a school-based intermural league, which will encompass most athletic sports. School-based teams are collaborating with external partners to increase internships, community service, and student leadership.</p>	<p>All students at Health Careers, especially at risk students and cohort seniors.</p>	<p>Potential timeline for implementation: September 2014 to June 2015.</p>	<p>School Leadership Team; Parents Association; parent coordinator, assistant principals, teachers and school-community partners.</p>
<p>We are using the NYC Learning Environment Survey to assess progress toward meeting benchmarks. The school leadership staff is surveying students regarding clubs, program and or internship offerings. This data will assess progress toward learning needs. We are working with the Office of Youth Development, the network and the school-based support team to provide appropriate supports to our students</p>	<p>All students at Health Careers, especially at risk students and cohort seniors.</p>	<p>Potential timeline for implementation: September 2014 to June 2015.</p>	<p>School Leadership Team; Parents Association; parent coordinator, assistant principals, teachers and school-community partners</p>

Utilize school-developed parent surveys and questionnaires to measure steps to success. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents' capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child's progress by training parents in the effective use of Skedula/Pupil Path.	Supports address parent needs so they can support their children	Potential timeline for implementation: September 2014 to June 2015.	School Leadership Team; Parents Association; parent coordinator, assistant principals, teachers and school-community partners
There are regular student government meetings and Town Hall meetings where students feel empowered and take a role in establishing school culture. Students are beginning to be more vocal at town hall meetings and realize the power of voicing their ideas. Teacher Team Leaders participate in cabinet meetings and we have an open cabinet once per month where all teachers and community partners can partake in decision-making and proposing initiatives.	Supports address student needs.	A minimum of one Town Hall per month. Teacher leaders meet twice a month with cabinet.	Assistant Principals, teachers, support staff and community partners.

Part4-ResourcesNeeded

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Priority/Focus funding
 21 Century Grant funding
 Achieve Now funding
 Community-Based Partners
 Teachers and Assistant Principals
 Parent Coordinator
 Parents Association
 Grade level Town Hall meetings
 Interim progress reports

Part5-BudgetandResourceAlignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus funding
 21 Century Grant funding
 Achieve Now funding

Part6-ProgressMonitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

7. School leadership staff will conduct interim surveys in December and March that reveal students' opinions regarding clubs, programs and/or internship offerings and their impact. This data will assess progress toward goals and will be charted/and posted.
8. Skedula/Pupil Path progress report data will also be reviewed at the end of each marking period (October,)

December, January, March, May and June) and at the mid-point of each marking period so that appropriate AIS services can be provided to students.

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C–Capacity Framework Element–Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1–Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:
 9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:
 11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 12. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teacher teams were configured by content-based departments; they meet three times per week to complete Common Core Learning Standards (CCLS) required curriculum. The teams met with the Generation Ready consultant one day per week, one day per week with network staff and three days per week with supervisory assistant principals and/or department team leaders. The common planning sessions were the result of an approved SBO. Teams made tremendous gains in completing CCLS aligned units of study.
 Some challenges we faced were that teacher teams were at different stages of professional growth around CCLS. This initially affected the quality and promptness of unit development and implementation of those units in class. Additionally, limited funding sources for hiring multiple consultants to support teachers in content-based departments were a factor as well.
 The school has created a data-driven approach by administering interim assessment exams which result in making adjustments to curriculum and instructional practices.

Part 2–Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 40% of our students will have score a 3 or higher on trait 1 of the NYC Performance Task in ELA as evidenced by our interim assessment data.

Part 3–Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>An opening professional development session has been held with the faculty, presenting the data-driven instructional model.</p> <p>The first interim assessments (or the closest proxy) are finalized and comply with each aspect of the assessment rubric in reading, writing, and math. Teacher Teams have already seen the first interim assessments (or the closest proxy) so that they can plan for mastery —Transparency.</p> <p>Teacher teams review protocols for lesson plan analysis and CCLS alignment.</p> <p>Teacher teams improve the lesson plan reviews to support the data-driven instructional model/standards of focus.</p> <p>Teacher teams develop a plan to determine how test norming/scoring and analysis will be completed.</p>	<p>All students at Health Careers, especially at risk students and cohort seniors.</p>	<p>Potential timeline for implementation: October 2014 to June 2015.</p>	<p>Assistant principals, teacher team leaders, school-community partners, Generation Ready consultants and Network staff.</p>
<p>Teachers will review interim assessment in advance.</p> <p>Teachers in teacher teams will predict performance.</p> <p>Teachers are completing Assessment Analysis Instructional Plans.</p> <p>Instructional leaders and teachers participate in test-in-hand analysis meetings.</p> <p>Teachers are implementing action plans.</p> <p>Leaders observe for implementation.</p>	<p>All students at Health Careers, especially at risk students and cohort seniors.</p>	<p>Potential timeline for implementation: October 2014 to June 2015</p>	<p>Assistant principals, teacher team leaders, Generation Ready consultants and Network staff.</p>
<p>Utilize school- developed parent surveys and questionnaires to measure steps to success.</p> <p>Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents' capacity to help their children at home. We will continue work with the Parent Association to establish support structures for improved understanding of their child's progress by training parents in the effective use of</p>	<p>Supports address parent needs so they can support their children</p>	<p>Potential timeline for implementation: October 2014 to June 2015</p>	<p>School Leadership Team; Parents Association; parent coordinator, assistant principals, teachers and school-community partners</p>

Skedula/Pupil Path			
<p>There are regular student government meetings and town hall meetings where students feel empowered and take a role in establishing school culture. Students are beginning to be more vocal at town hall meetings and realize the power of voicing their ideas.</p> <p>Teacher Team Leaders participate in cabinet meetings and we have an open cabinet once per month where all teachers and community partners can partake in decision-making and proposing initiatives</p>	Supports address student needs	<p>A minimum of one Town Hall per month.</p> <p>Teacher leaders meet twice a month with cabinet</p>	Assistant Principals, teachers, support staff and community partners

Part4–ResourcesNeeded

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Priority/Focus funding
 Teachers
 Assistant Principals
 Assessment Team Meetings

Part5–BudgetandResourceAlignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus funding

Part6–ProgressMonitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

Interim Assessment aggregated data, disseminated and charted after each Interim assessment, October, December, March, May & June
 Individual teacher data from the Interim Assessments

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D–Capacity Framework Element–Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1–Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:
 13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:
 15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Targeted students were enrolled in credit accumulation as an extended day program and were provided targeted credit recovery opportunities. Targeted students participated in our extended day instructional program that focused on Regents prep and tutoring in various academic disciplines.

Team reviewed cohort data, attendance data; scholarship report data; call logs, academic transcripts etc... Teams were assembled to support college-career readiness: High School Transition Team and the Guidance Programming Team.

Changes in the school program were made to create course sections that support non-met Regents standards.

Our school earned a 10% graduation increase for school year 2013-2014.

Some challenges were directly related to the large numbers of students who had not received a Regents’ passing mark in Global History & US History.

Another challenge was the large number of overaged and under-credited students who had less than two regents and 20 credits during cohort year.

Part 2–Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 4% increase in our graduation rate as compared to school year 2013-2014.

Part3–ActionPlan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Achieve Now Program-Credit Accumulation: Based on transcript review, guidance counselors will flag students with fewer than 10 credits in the core subjects. Teacher recommendations will serve as the next level of high needs identification. Preference will be given to 11th and 12th graders. Additional seats will be made available to 10th graders. The program will run two days a week. Resources utilized will include mock Regents exams, Castle learning, Aventa Learning (Fuel Education), Operacion Exito (Casa Grande) and Achieve3000.</p> <p>The Achieve Now program has an attendance requirement of no more than four absences. A contract commitment must be signed by both students and parents. As per the NY State Education Department, all students will be required to complete 54 seat-time hours to be awarded credit. A school assembled support team will call homes daily of students who demonstrate inconsistencies and or poor commitment to the program. Parental notices will be sent home when the program is cancelled.</p> <p>A guidance consultant will oversee credit accumulation and credit recovery programs. Guidance counselors will be assigned to the extended day programs and will create a schedule of mandated conferences for all student participants. Counselors will create and maintain a “progress profile” for each student participant with specific and actionable goals (e.g., get to class on time; take accurate notes; use post-its for close</p>	<p>All students at Health Careers, especially at risk students and cohort seniors</p>	<p>Potential timeline for implementation: October 2014 to June 2015.</p>	<p>Assistant principal of organization, programmer guidance counselors, teachers and support staff.</p>

<p>reads; and complete all homework on time; create your own glossary of key, unfamiliar terms; or other tools for learning.). Each session will center around progress being made toward co-constructed goals and challenges impeding progress.</p> <p>Tutoring and Regents Prep: Targeted students are enrolled in our extended day instructional program for regents prep and tutoring in various academic disciplines.</p> <p>Dropout Prevention: Targeted students are enrolled in our dropout prevention program-students in this program are over-aged and under credited and received academic intervention services and support in transitioning from high school.</p> <p>College and Career Readiness: College Advisement Team and College-Readiness Club supports students with SAT registration and study; college applications; career path assessment; guidance on collage and campus life; information of selected a major/minor etc..</p> <p>Approved Credit Recovery and Online Courses: This support is given to cohort seniors in need of extra credits who have not exhausted the 3 credit recovery courses per high school career. If the student has met the credit recovery limit, we purchase an online approved course if the students' program does not allow for enrollment in the extended day program.</p>			
<p>Guidance consultant to support guidance team and programming Programming consultant to support guidance team and programing Attendance Consultant/Dropout Prevention Special Education Consultant to support students with disabilities and transitioning Leadership Academy Consultant Generation Citizen Supports –Social Studies</p>	<p>All students at Health Careers, especially at risk students and cohort seniors</p>	<p>Potential timeline for implementation: October 2014 to June 2015.</p>	<p>Assistant principal of organization, programmer guidance counselors, teachers and support staff</p>
<p>Utilize school- developed parent surveys and questionnaires to measure steps to success. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents' capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child's progress by training parents in the effective use of</p>	<p>Supports address parent needs so they can support their children</p>	<p>Potential timeline for implementation: October 2014 to June 2015</p>	<p>School Leadership Team; Parents Association; parent coordinator, assistant principals, teachers and school-community partners</p>

Skedula/Pupil Path.			
<p>There are regular student government meetings and town hall meetings where students feel empowered and take a role in establishing school culture. Students are beginning to be more vocal at town hall meetings and realize the power of voicing their ideas.</p> <p>Teacher Team Leaders participate in cabinet meetings and we have an open cabinet once per month where all teachers and community partners can partake in decision-making and proposing initiatives</p>	Supports address student needs	<p>A minimum of one Town Hall per month.</p> <p>Teacher leaders meet twice a month with cabinet</p>	Assistant Principals, teachers, support staff and community partners

Part4-ResourcesNeeded

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Priority/Focus funding
 AIDP Grant funding
 21st Century Grant funding
 Teachers, Assistant Principals, Guidance Counselors and Support Staff
 Assessment Team Meetings
 Guidance Team meetings
 Programming meetings
 Partner consultant meetings
 Guidance Consultant to support guidance team and programming
 Programming Consultant to support guidance team and programing
 Attendance Consultant/Dropout Prevention program
 Special Education Consultant to support students with disabilities and transitioning
 Leadership Academy Consultant
 Generation Citizen Supports –Social Studies

Part5-BudgetandResourceAlignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	x	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus funding
 AIDP Grant funding
 21st Century Grant funding

Part6-ProgressMonitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 Specify a timeframe for mid-point progress monitoring activities.

Interim Assessment aggregated data
 Individual Teacher data results
 January/June Regents Data
 Graduation tracker comparison from
 September to January
 School Leadership data meetings
 Curricula and pedagogical adjustments

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E–Capacity Framework Element–Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1–Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:
 17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:
 19. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 20. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

5. Our school conducted parent workshops with topics that included: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy and accessing community and support services; technology training to build parents’ capacity to help their children at home. We will continue to work with the Parent Association to establish support structures for improved understanding of their child’s progress by training parents in the effective use of Skedula/Pupil Path.
6. Our school provided opportunities for parents to help them understand the accountability systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and the Learning Environment Survey Report.
7. Parental engagement at PA meetings can be improved. While we met the city average for High Schools, we must increase the number of parents attending meetings.

Part 2–Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have 45% of our parents registered and actively engaged in Pupil Path as measured by parent access data in Skedula/Pupil Path. This ultimately will support an increase in parental involvement and keep our community informed.

Part3–ActionPlan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>11. Strategies to increase parent involvement and engagement</p> <p>12. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Programmed Skedula support/training will take place once per month and individual support sessions when needed.</p>	<p>Supports address parent needs so they can support their children</p>	<p>Potential timeline for implementation: October 2014 to June 2015</p>	<p>Assistant Principals, Parent Coordinator, Guidance Counselors and the Programmer</p>
<p>Teachers will input data onto Skedula during recognized parent engagement time; teachers will engage parents in dialogue about Skedula Parent Coordinator and programmer will support parents with Skedula. Notice/letter will be sent out to parents via mail, which will contain Skedula access codes and a detailed step by step guide to log-in and review students' records.</p>	<p>Supports address parent needs so they can support their children</p>	<p>Potential timeline for implementation: October 2014 to June 2015</p>	<p>Assistant Principals, Parent Coordinator, Guidance Counselors and the Programmer</p>
<p>Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about Skedula and the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.</p>	<p>Supports address parent needs so they can support their children</p>	<p>Potential timeline for implementation: October 2014 to June 2015</p>	<p>Assistant Principals, Parent Coordinator, Guidance Counselors and the Programmer</p>
<p>Use the Learning Environment Survey to measure the progress toward success.</p> <p>Utilize school- developed parent surveys and questionnaires to measure steps to success.</p> <p>Administration will attend all PA meetings to support</p>	<p>Supports address parent needs so they can support their</p>	<p>Potential timeline for implementation: October 2014 to June 2015</p>	<p>Assistant Principals, Parent Coordinator, Guidance Counselors and the Programmer</p>

parents.	children		
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Part4–ResourcesNeeded

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Priority/Focus funding
 Guidance Counselors
 Teachers
 Assistant Principals
 Parent Coordinator
 Parental Support

Part5–BudgetandResourceAlignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority/Focus funding
 21st Century Grant funding

Part6–ProgressMonitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Skedula/Pupil Path Data Reports: mid-year check, should have 23% registered parents

 10% higher percentage of staff attending parent events and meetings

 10% higher percentage of parental engagement as measured by Skedula/Pupil Path and attendance at PA meeting and workshops measured January 31, 2015

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

We have met all benchmarks expect for having 23% of parents registered for Skedula/Pupil Path. In the spring, we will add trainings for parents on Skedula/Pupil as well as have all visiting parents register for the system.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be:</p> <ul style="list-style-type: none"> Overaged Under-credited Few regents Teacher recommendation AP recommendation Guidance recommendation Parental recommendation 	<p>Analysis of fiction and non-fiction selections; essay writing practice; making personal connections to literature ;</p> <p>Differentiated Instruction and implementation of multiple learning intelligences methodology</p>	<p>Peer and group tutoring One-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM</p>
Mathematics	<p>AIS is based on Academic Transcript data and social and emotional supports a student may need. Some factors may be:</p> <ul style="list-style-type: none"> Overaged Under-credited Few regents Teacher recommendation AP recommendation Guidance recommendation Parental recommendation 	<p>Providing concrete examples so students realize that math is integral to everyday situations.</p> <p>The combination of differentiated instructional strategies, guided programming to meet at risk students’ needs; extended day mentoring and tutoring; collaborative learning, project-based learning; Saturday academy and holiday-break academy for credit recovery. Evaluations like, <i>Acuity Assessments</i>, which serve as diagnostics</p>	<p>Peer and group tutoring One-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM</p>

		to determine math levels and gauge student progress; these items will assist us in bridging the achievement gap		
Science	<p>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be:</p> <ul style="list-style-type: none"> Overaged Under-credited Few regents Teacher recommendation AP recommendation Guidance recommendation Parental recommendation 	<p>Hands-on examples to provide a better understanding of scientific concepts;</p> <p>off track credit bearing classes both during and after the school day</p> <p>Resource room and inclusion classes during the day.</p> <p>Regents diagnostic tool</p> <p>Saturday Academy</p> <p>Online credit recovery tool</p> <p>Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands</p>	<p>Peer and group tutoring</p> <p>One-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM.</p>
Social Studies	<p>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be:</p> <ul style="list-style-type: none"> Overaged Under-credited Few regents Teacher recommendation AP recommendation Guidance recommendation Parental recommendation 	<p>Interpreting document-based questions and essay writing practice ;</p> <p>off track credit bearing classes both during and after the school day</p> <p>Resource room and inclusion classes during the day.</p> <p>Regents diagnostic tool</p> <p>Saturday Academy</p> <p>Online credit recovery tool</p> <p>Multiple intelligence</p>	<p>Peer and group tutoring</p> <p>One-to-one tutoring</p>	<p>In school, after school on Tuesday – Thursday, and Saturday from 9:00 AM – 12:00 PM.</p>

		methodology to foster reading comprehension and increase cognitive demands		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>AIS is based on academic transcript data and social and emotional supports a student may need. Some factors may be:</p> <ul style="list-style-type: none"> Overaged Undercredited Few regents Teacher recommendation AP recommendation Guidance recommendation Parental recommendation 	<p>Attendance tracking for at-risk students who are enrolled in credit recovery and credit accumulation classes</p> <p>Attendance tracking and parent conferences for LTAs and other at-risk students</p> <p>Classroom lessons, one-on-one conferences and group counseling for at-risk students on transcripts, report cards, college readiness, and promotion criteria</p> <p>Support services for at-risk students including informing students about CBOs, AIS services and career exploration</p> <p>Referrals for at-risk students to counseling and other outside resources</p>	Group conferences, one-to-one counseling and classroom lessons	In school, after school on Tuesday, Wednesday, Thursday, Friday, and Saturday from 9:00 AM – 12:00 PM

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the All Title I Schools section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in part 3
- All Schoolwide Program (SWP) schools must also complete the SWP Schools Only section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [TitleIIntranetwebpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a.HighlyQualifiedTeachers(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.
<p>All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students. Appropriate state and city certifications accompanied by quality training ensure that effective teaching practices are utilized. The principal, assistant principals and staff will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.</p> <p>School budget funds will be allocated to support individual learning sessions for ELL and or special needs students, as the school will see an increase in the number of these students.</p> <p>Teacher teams collaborate frequently and develop department goals and or benchmarks.</p> <p>School leadership staff meets with new teachers weekly and provides constructive feedback.</p> <p>Teacher candidates are interviewed more than once by a committee of students, parents, teachers and administrators.</p> <p>Teacher candidates are required to perform a demo lesson and bring portfolio of developed learning plans.</p>

2b.HighQualityandOngoingProfessionalDevelopment

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).
<p>All new teachers are assigned mentors who commit quality time to providing support structures to help acquaint their new colleague(s).</p> <p>The school has collaborated with Generation Ready, Cornell, Generation Ready, Urban Arts, the NY Hall of Science and network instructional staff and will tap into the content specialty team to bring in the instructional specialists. In particular, the literacy, and history specialists to work with all ELA and Social Studies teachers to improve literacy practices as well as discuss and implement differentiated instruction in curricular units to help improve student outcomes. Teachers will also participate in weekly professional development sessions that will focus on unit development, accountable talk, differentiated instruction and lesson planning.</p> <p>High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom and</p>

support parents and build community with colleagues.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plan 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.).

4b. 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.

Content-area teacher teams meet daily and one day per week is devoted to discussion regarding assessments and looking at student work. Content-area teacher teams collaborate and create common assessments for each department. One day per week in the content-area teacher teams, the APs do professional development regarding Danielson Components 1e, 3b and 3d (assessments). In addition, network instructional specialists and Generation Ready coaches have provided PD to all departments regarding assessments, gap analysis, and using assessment results to improve instruction.

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 codes¹. 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 consolidated². 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	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.
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		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$412,313	X	14,17,21,25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$157,557	X	14,17,21,29
Title II, Part A	Federal			
Title III, Part A	Federal	\$20,480	X	17,21,25,29
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,402,867	X	14,17,21,25,29

¹Explanation/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.

²The 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 maynot 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.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a Parent Involvement Policy (PIP) that meets the parental involvement requirements of Title I. 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 (SPC) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

HS for Health Careers & Sciences (06M468) **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The HS for Health Careers & Sciences, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The HS for Health Careers & Sciences will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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;

provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

supporting or hosting Family Day events;

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
encouraging more parents to become trained school volunteers;
providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

HS for Health Careers & Sciences
(06M468)-Parent Compact (SPC)

HS for Health Careers & Sciences, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student

assessment results for each child and other pertinent individual school information;
ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
supporting parental involvement activities as requested by parents;
ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
check and assist my child in completing homework tasks, when necessary;
read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
set limits to the amount of time my child watches television or plays video games;
promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
encourage my child to follow school 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;

participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

attend school regularly and arrive on time;

complete my homework and submit all assignments on time;

follow the school rules and be responsible for my actions;

show respect for myself, other people and property;

try to resolve disagreements or conflicts peacefully;

always try my best to learn.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
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 as well as reduced class-size, and/or push-in services.
 - 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.

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: HS for Health Careers & Scienc	DBN: 06M468
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 67
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

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: This program will target sixty-seven (67) ELL students grades 9 - 12 who comprise the ESL subgroups of students with 4-6 years of instructional service and long-term ELLs (over 6 years of instructional service). The ESL instruction, which students receive during the course of the school day, will be supplemented with an after-school and Saturday program. ESL instructors will be given the disaggregated NYSESLAT scores for each student (RNMR & RLAT). The goal will be to focus on each student's particular area of weakness by giving NYSESLAT prep, practice and support. In addition, some of these students will be preparing to take Regents examinations in English and other content areas.

The program will be as follows:

ESL instruction: Wednesday after school, 3:00 - 5:00 PM & Saturday, 9:00 AM - 12:00 PM

Regents Preparation in social studies, science and math: Saturday, 9:00 AM - 12:00 PM

The Wednesday after-school licensed ESL teacher along with the Saturday ESL teacher who has a bilingual extension will be given the NYSESLAT and the modality report which will address each student's proficiency level and will drive the instruction needed for mastery. The ESL classes will be divided up into smaller homogenous groups for intensive practice. If the student's area of weakness is reading & writing, instructors will work with students using journals, response to literature prompts, short story analysis, NYS Regents essay practice and the Achieve3000 software program. For those whose weakness lies within the modality of listening & speaking, students will practice taking notes from engaging teacher-read material that is provided in their native language as well as in English. Other auditorily enhanced activities will be implemented with this particular group of students.

In addition to the intensive ESL instruction in both the Wednesday after school program and on Saturday, there will also be Regents preparation on Saturdays in the subject areas of mathematics, social studies and science. The ELL Regents preparation program will be taught by the following teachers: a licensed bilingual social studies teacher and a bilingual mathematics teacher, who will be co-teaching with a bilingual science teacher who is obtaining her bilingual extension license. Regents preparation teachers will provide instruction in both English and Spanish. The rationale for including Regents preparation for these particular subgroups of ELLs is as follows: these students statistically fare less well in the reading and writing portion of the NYSESLAT. For all students to be successful on the Regents exams, they must be proficient in those areas and with this additional help, the students have a better chance to pass these exams needed for graduation.

We will purchase Regents review books for the social studies, mathematics and science content area courses. In addition, for the ESL instruction, students will use NYSESLAT review books, reference materials, English in Action and Discovering Fiction workbooks and textbooks. The ESL teachers will use

Part B: Direct Instruction Supplemental Program Information

these resources to facilitate focused learning sessions to build students' capacities in reading, writing, speaking, and listening in English. In addition, technology will be utilized in the form of laptops to support the English acquisition process through the use of Achieve3000 which features informational texts and is suitable for all lexile levels.

This ESL program will be offered after school for 2 hours on Wednesdays (3:00 – 5:00 PM) and on Saturday mornings for 3 hours (9:00 AM – 12:00 PM). The Wednesday program begins on Wednesday, November 5, 2014, for a total of 26 Wednesday sessions and 52 teacher hours. There will be 26 Saturdays for a total of 312 teacher hours. The Saturday program begins on Saturday, November 1, 2014.

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: All five teachers participating in the Title III enrichment program will be required to attend professional development sessions offered by the Department of Education OELL and CFN #611. In addition, the five teachers in the Title III program will participate in professional learning sessions. Professional learning sessions will take place on a monthly basis beginning in November for a total of eight one-hour sessions on the third Monday of each month beginning on Monday, November 17th.

The titles of topics to be explored are:

-Using Data to Inform Instruction: An In-Depth Look at ELL Students and Regents Success (2 Sessions): November 17th and December 15th.

-Content Area Literacy Strategies for ELL Students (4 Sessions): January 26th, February 23rd, March 16th and April 20th.

-Engaging ELL Students in SPEAKING (1 Session): May 18th

-The Writing Workshop for ELL Students (1 Session): June 15th

The above after school sessions will be facilitated by Elsie Acevedo, F-Status ESL Assistant Principal, and Altagracia Acosta, AP Foreign Language.

In addition, additional professional learning will take place through departmental common planning sessions three times per week so that all staff members can support the literacy needs of our ELL population. The five teachers in the Title III program will participate in these departmental common planning sessions in which they will be able to discuss student progress, best practices and curriculum

Part C: Professional Development

mapping. The teachers will meet in departmental common planning sessions September through June.

The English/ESL team leader will facilitate the English/ESL sessions in order to keep the ESL teachers teachers abreast of the most up-to-date and successful practices regarding ESL instruction. Articles and texts which will be read by the teachers in this program and discussed will be: "Educating New York's Bilingual Children: A Future from the Past" International Journal of Bilingual Education and Bilingualism, 14:2, 135-153; and the book "English Grammar: Instruction that Works" by Dr. Evelyn B. Rothstein. Other topics of study which support the Title III program and will be discussed in the common planning periods are: Achieve3000 data and curriculum alignment with common core standards as it applies to ESL and specifically to these targeted ELL subgroups.

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: ESL students comprise thirty-two percent (32%) of the entire student body; however, even a larger percentage of the parents are monolingual Spanish speakers. Due to the lack of English proficiency amongst our parent population, ESL classes will be offered for parents on Saturdays mornings and will run in conjunction with the Title III student classes; these parent ESL classes began on Saturday, October 18, 2014 and will continue until June. Certified language instructors will be providing these classes offered through City College. Topics to be addressed will include: basic language acquisition skills, communicating in a variety of situations, and helping your child with the new standards. The Parent Coordinator, Elsa Roman, has been instrumental in conducting parent outreach for these parent ESL classes and she attends these classes to assist the teachers and ensure that parents receive full benefits from the ESL course.

Workshops focusing on relevant and useful skills for parents will be given monthly from December through June from 6:00 - 8:00 PM on specified Mondays of each month. Concentrated outreach to parents of the 4 - 6 year and the over 6 year ELL students subgroups will be conducted so that these parents can attend and take advantage of these workshops. Parental involvement is integral in increasing student literacy.

Parent workshop topics will include:

-College Readiness - many bilingual students will be the first ones in their family to attend college; workshop to be held December 22, 2014, presented by the college advisor for parents of bilingual students, both juniors and seniors.

-How to Finance College - many parents and students need assistance in exploring financial aid options and in filling out the FAFSA; workshop to be held on January 26, 2015, presented by the college advisor

Part D: Parental Engagement Activities

for parents of bilingual students, both juniors and seniors.

-Academic Supports for ELL Students (2 Sessions) - parents need to know what supports are available for them and their student; workshops to be held on February 23, 2015 and March 9, 2015, presented by the bilingual guidance counselors and assistant principal of ESL for parents of bilingual students, grades 9 - 12.

-Cultural Workshops (2 Sessions) - parents (especially newly- arrived immigrants) need information on transitioning into American systems and culture; workshops to be held on March 23, 2015 and April 20, 2015, presented by the bilingual guidance counselors and assistant principal of PPS for parents of bilingual students, grades 9 - 12.

-Bullying - bullying and cyber-bullying is an ongoing problem for teen-agers and parents need information and advice on this subject; workshop to be held on May 18, 2015, presented by the bilingual guidance counselors and a dean who is trained in peer mediation for parents of bilingual students, grades 9 - 12.

-Transitioning to a New City and Place - parents (especially newly-arrived immigrants) need information on services and agencies in NYC; workshop to be held on June 15, 2015, presented by the bilingual guidance counselors for parents of bilingual students, grades 9 - 12.

-English Language Courses for Parents (Saturday program and the cost will be at no charge to Title III funds.)

Outreach to parents will be provided in the following ways:

All written materials are translated into the home languages of parents participating in the program in order to ensure that they fully benefit from the learning activities. The Parent Coordinator will be responsible for the translation of all notifications, flyers, emails and letters sent to parents which invite and inform them of upcoming events.

Conferences between parents, bilingual guidance counselors, and students will be held during the school day; after school and Saturday meetings will serve working parents. These guidance conferences will focus on student academics, family literacy and support services and small group counseling. Referrals will be provided to the on-site psychologist and social worker from the school-based NY Columbia Presbyterian Clinic if needed and future career and college opportunities will be explored. Parents will be encouraged to attend the parent workshop series along with the Saturday ESL classes to become more proficient in reading, writing and speaking English.

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	_____	_____

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.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 06	Borough Manhattan	School Number 468
School Name HS for Health Careers & Sciences		

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 Javier Trejo (I.A.)	Assistant Principal Ellen Campeas
Coach N/A	Coach N/A
ESL Teacher Zhicheng Zang	Guidance Counselor Elizabeth Arrendell
Teacher/Subject Area Barbara Gortych/ESL	Parent Victoria Thomas
Teacher/Subject Area Ivan Diaz/ESL	Parent Coordinator Elsa Roman
Related Service Provider Carmen Sanchez/Speech	Other Jose Soriano/ Social Studies
Network Leader(Only if working with the LAP team) N/A	Other Anabelle Gonzalez/Special Ed

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	626	Total number of ELLs	173	ELLs as share of total student population (%)	27.64%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										25	27	11	15	78
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										53	22	12	8	95
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	78	49	23	23	173

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	110	ELL Students with Disabilities	41
SIFE	38	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	38

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	90	26	7	10	4	3	1			101
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	4	2	15	4	5	37		24	72

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	Total
Total	110	30	9	25	8	8	38	0	24	173
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
Arabic										1	4			5
French										3				3
Spanish										74	45	23	23	165
TOTAL	0	78	49	23	23	173								

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										74	45	23	23	165
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	4			5
Haitian														0
French										3				3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	78	49	23	23	173								

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)										38	13	8	5	64
Intermediate(I)										13	15	6	8	42
Advanced (A)										27	21	9	10	67
Total	0	78	49	23	23	173								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										16	13	4	7

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										7	12	2	5
	A										21	11	1	6
	P										13	7	6	4
READING/ WRITING	B										19	21	6	7
	I										28	22	4	8
	A										10	3	4	5
	P										0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	8	3			11
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		29		12		2			31
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	58	0	5	0
Integrated Algebra	62	50	20	16
Geometry	6	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	39	35	3	3
Living Environment	42	35	17	17
Physics	0	0	0	0
Global History and Geography	37	30	12	8
US History and Government	45	34	2	1
Foreign Language	20	20	19	19
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.
The AALD is given to identified SIFE students to assess early literacy in addition to teacher-generated assessments and Achieve3000 is used to assess early literacy skills of ELLs. Most newcomers cannot read or write in English or Spanish; literacy across all content areas is a school-wide problem with all ELL students. The beginning and intermediate ELL programs focus on basic literacy skills:

reading, writing and spelling. Seventeen newcomers were given the LAB-R test this school year and only two students could read and understand the test. Fifteen out of seventeen students did not know how to bubble in their names on the LAB-R test.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There are more beginners, intermediates and advanced students in the 9th & 10th grades than there are in the 11th & 12th grades. Students do better in listening and speaking modalities of the NYSESLAT as opposed to the reading and writing modalities. According to the LAB-R data, students enter school a low proficiency levels and their grades correlate directly to this data. As their proficiency level improves, their grades do as well.
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](#))
Because of the low NYSESLAT scores in the reading and writing modalities, the school now has programmed ESL Writing and Argumentative Writing elective classes for ELL students. English grammar is infused into this elective class along with basic writing skills. ESL teachers are familiar with the NYSESLAT score of their students; therefore, purposeful grouping and differentiation is used to bring all ELL students to proficiency. In addition, content area classes for ELL students have more reading and writing assignments, as per the common core standards. An ESL teacher pushes into two social studies classes to provide support for ELL students. The school uses the AMAO data to determine the progress of ELLs in Regents exam scores, NYSESLAT scores and credit accumulation.
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. As students progress throughout the grades, from 9 - 12, their English improves. ELLs do better on tests taken in English because they receive content area instruction in their target language.
 - b. ELL Periodic Assessment data is used as a predictive for the NYSESLAT and the NYS English Regents exam. School administrators do an item analysis of the periodic assessment to drive instruction and target low-performing students in highlighted areas.
 - c. The ELL Periodic Assessment tests are very difficult for the ELL students and create a sense of urgency regarding assessments. The Instructions for the ELL Periodic Assessments are given in the native lanaguage to ensure understanding.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students are programmed according to their NYSESLAT scores, and students receive the appropriate number of ESL minutes as determined by their proficiency level. ELLs also receive instruction in the Achieve3000 Program.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The best indicators are the percentage of students who score proficient on the NYSESLAT and pass the English Regents exam. In addition, moving up within a proficiency level and moving on to a higher proficiency level are other indicators of success. Success is measured on the number of students who meet the AYP, based on credit accumulation and Regents passed.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The HS for Health Careers and Sciences follows the below procedure for the initial identification of possible ELLs:

- After the parent registers the student, they complete the Home Language Identification Survey (HLIS).
- In addition, an informal oral interview is also given to the parent. Mr. Zhicheng Zang, the ESL coordinator and/or a bilingual guidance counselor is the person responsible for the oral interview. The HLIS and the LAB-R are administered by the ESL coordinator. The parent coordinator, Elsa Roman, assists Mr. Zang in the interview process as interpreter and liaison. Mr. Zang is a licensed ESL teacher with twenty (20) years experience.
- If the HLIS and information from the informal interview indicate that a language other than English is used in the home, students are administered the LAB-R (Language Assessment Battery) within ten (10) days of school registration.
- According to the scores on the LAB-R a student is either entitled or ineligible for ESL services.
- Once a student is determined entitled for ESL services, parents are notified in writing via the Parent Entitlement Letter and are invited to attend a parent orientation session. The parent coordinator sends these letters out to the parents.
- Students are evaluated annually using the NYSESLAT exam, and their scores determine their continuation as ELL students. The ATS RLAT Report is used to identify students eligible to take the NYSESLAT.
- The entire ESL department works together with the Assistant Principal of Supervision for ESL and the ESL coordinator to administer the NYSESLAT. ESL class lists from HSST are used for the ELS coordinator to schedule the NYSESLAT. Other ATS eligibility reports which are used are the RMSR, REXH, RLER and the RNMR.
- A calendar is created by the entire ESL team (AP, ESL coordinator and three ESL teachers) to determine when to administer each component of the NYSESLAT within the given window.
- The ESL coordinator works with the team in the preparation, administration and shipment of the NYSESLAT.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The following has been implemented:

- A parent orientation takes place within ten (10) days of the student's registration into school. The orientation is administered by the school's parent coordinator and a bilingual pedagogue. Orientations are ongoing throughout the school year.
- Each orientation includes a video presentation which informs the parent/guardian of the three (3) ESL program choices being offered in the NYC school system. Ample time is provided for a question and answer session. Materials are provided in the parent's native language.
- If a parent/guardian selects a particular program which is not presently being offered at the school, we inform them that they have two choices: they can either wait until we have twenty students for the same program in two contiguous levels or they will have the option of having their child attend a school which is currently offering the program of their choice. It is our responsibility to inform the parents once we have enough students to open up a particular program.
- Once the parent/guardian has gone through the entire orientation process, they are given a Parent Assurance Survey and Program Selection form. Forms are returned to us by either the student or the parent.
- At the High School for Health Careers and Sciences, parents have the choice of two separate ESL programs: Transitional Bilingual Education (TBE) and Freestanding Monolingual ESL.
- Students are placed in the program that their parent selected. If a parent should neglect to choose a program for their child, she/he is automatically placed in the TBE program by default.
- After placement, the parent receives a Placement Letter via mail.

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 [\[see tool kit\]](#).)

- Our parent coordinator sends Entitlement Letters to parents of ESL students.
- As stated above, parents are given both a Parent Assurance Survey and a Program Selection form at the parent orientation session. Both parents and students return the Program Selection forms; we have one hundred percent (100%) retrieval of Parent Selection forms.

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.

- As stated above, a child is placed according to parent preference. We inform parents that they can either wait until we have twenty (20) students who are waiting for the same program (in two contiguous grades) or opt for a school which provides the program of their choice. An Excel file record of all parent choice letters is created and copies of the letters are on file. We

monitor this information in the event that class must be created. This data is also used for the BESIS report. A continuation of services letter is sent to parents annually. In the event the parent wants to change their child's program, they must make an appointment with the school administration and the ESL coordinator.

- All consultation/communication is done in the parent's native language.

5. 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.

ESL teachers attend training on the administration and scoring of the NYSESLAT. A school calendar is created based upon the NYSESLAT components administration. The ESL coordinator orders the appropriate number of exams and is responsible for the overall test administration including scoring, packing and returning the documents. The test is administered in the ESL classes and individual student invitations are distributed for students to take the listening/speaking portion of the exam.

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. 

After reviewing the Parent Survey and Parent Selection form, the recent trend in program choices that the parents have selected appears to be TBE over Free Standing Monolingual ESL. In school year 2010 - 2011, 131 parents chose TBE and 106 parents selected Free Standing Monolingual ESL. For the year 2011-2012, only 32 parents opted for Free Standing Monolingual ESL. In the school year 2012 - 2013, 120 parents chose TBE and 86 opted for Free Standing Monolingual ESL. The trend is definitely towards TBE. Parents who request a bilingual or a dual language program will be sent to the website [ELL ProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). A record is maintained of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then the school will open a bilingual program.

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])?

Instruction is delivered by certified ESL and bilingual teachers.

- a) The organizational model used in our ESL program is self-contained for all ESL classes. In addition, two social studies classes have a push-in model with certified ESL teachers.
- b) The ESL classes are un-graded. Proficiency levels are used for programming.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We have two NLA certified teachers along with four certified ESL teachers who provide the mandated number of minutes. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided. Students in the TBE program continue learning content in their native language while developing English proficiency. The curriculum will be near grade level in the native language classes. The native language usage in the content area classes will decrease as students' English proficiency increases.

Students' ESL instructional minutes are determined by their proficiency levels on the NYSESLAT exam. Students are placed in one of the following proficiency levels: BEGINNER, INTERMEDIATE, ADVANCED.

a) Specific ESL, ELA, and NLA Minutes are as follows:

- Students who are in the Free Standing Monolingual ESL program receive:

- 540 minutes/week of ESL when they are BEGINNERS.
- 360 minutes/week of ESL when they are INTERMEDIATE.
- 180 Instructional minutes/week of ESL when they are ADVANCED.

- Students who are in the TBE ESL Program receive:

- 540 minutes of ESL instruction per week when they are BEGINNERS.
- 360 minutes of ESL instruction per week when they are INTERMEDIATE.
- 180 minutes per week of ESL instruction when they are ADVANCED.

- In addition to the ESL instructional minutes that they are receiving in the TBE ESL Program, students receive NLA (Native Language Arts).

- BEGINNERS in the TBE program receive 60-90 instructional minutes of NLA daily.
- INTERMEDIATES in the TBE program receive 45-60 minutes of NLA instruction daily.
- ADVANCED students in the TBE program receive 45 minutes of NLA daily.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The delivery of content areas depends on whether a student is in the Free Standing Monolingual program or the TBE ESL program. ELLs who are in the Free Standing Monolingual program receive all of their content area classes in their target language (English). ELLs who are in the TBE ESL program receive their content area classes in their native language (Spanish) with planned changes and adjustments throughout the year.

The school's instructional focus is collaborative learning. As per the NYSESLAT results, the ELL students do very well in listening and speaking portion of the exam; therefore, this school-wide focus is particularly beneficial to the all ELL students as it increases their exposure to the spoken target language and helps them to achieve success with the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
As soon as a potential ELL enters our school, all evaluative processes are conducted with a staff member present who speaks that student's native language or the DOE translation unit is utilized. Throughout their time at the school, students continue to have native language translators present at all evaluations.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teachers create mock-NYSESLAT assessments and give them on an on-going basis.
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).

The HS for Health Careers and Sciences services five subgroups of ELLs: SIFE, Newcomer ELLs, 4-6 YOS ELLs, Long-Term ELLs, and former ELLs.

a) Our SIFE/Bridges program primarily focuses on students in grade nine. Fluency in academic English and Native Language Arts is the principal goal of our SIFE/Bridges program. These students are programmed for all content area classes with a bilingual teacher. We are implementing a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills. Through ESL and content teachers' collaboration, students will learn Native Language Arts, as well as English to improve their skills.

b) Our Newcomer ELLs (0-3 years in US schools) are taught by ESL teachers using the Total Physical Response (TPR) approach. A command system of language is used in order to develop strong receptive language. The teacher instructs the students to respond physically rather than verbally and speech emerges naturally. This approach uses explicit speech, visual and physical clues to help students comprehend second language input. Teachers act out concepts and vocabulary using this approach, to help students internalize new vocabulary or grammatical features in the target language.

Teachers use various scaffolding activities which are gradually removed once students show evidence of advancement in their language acquisition. Newcomers are prepped carefully for taking the NYSESLAT exam for the first time. Our teachers of Newcomer ELLs make sure to tie the students' heritage into the curriculum so that there is pride and a connection to their native language and culture.

c) In many ways, ELLs receiving 4-6 years of service make up our most important subgroup. We work closely with this group of students in order to prevent them from becoming Long Term ELLs. Teachers review the YOS, the RLAT and the RNMR to better serve our ELLs and make instruction individualized for them based on their strengths and weaknesses. Once teachers know which components a student needs to work on, they can better create instruction for that student. ELLs who have reached proficiency in one performance area but still need to reach proficiency in another, are given intense review in their area of deficit. After-school tutoring and Saturday School is encouraged for all ELLs, especially those who fall into this sub-category.

d) The long-term ELLs are a challenge. Oftentimes, they appear to be proficient because their spoken language is advanced. Unfortunately, these are students who may have achieved a level of proficiency in one performance area, but only a level of advanced in the other. Others keep getting repeat scores of advanced or less, in both performance components on the NYSESLAT. They are very close to proficiency but it continues to elude them and they become extremely discouraged, fearing that they will never become a "former" ELL. Their classroom teachers work closely with them, specifically on their area(s) of weakness. Motivation at this time is key. All ESL staff members work diligently to prevent our Long Term ELLs from dropping out. Teachers make themselves available in many ways: providing extra tutoring, encouragement and "pep" talks, and setting up appointments to speak with guidance counselors.

e) Former ELLs are receiving one extra period of an elective literacy class (American Literature, Argument writing and ESL Writing) to bolster their newly gained proficiency level.

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?

Instructional strategies and grade-level materials for ELL-SWDs are developed by special education teachers and ESL teachers in accordance to the students' IEP mandates. They include a VAKT (visual auditory kinesthetic tactile) approach and differentiated instruction based on student learning styles. Students are being taught a target language with the necessary supports of special education. Materials and books are modified to better fit the needs of these students. NYSESLAT preparation is continually incorporated into the ESL/Special Education curriculum.

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?

ELL students with IEPs receive ESL instruction in a freestanding ESL class. We implement the same flexible programming that we use for SWDs non-ELLs, whereas students receive classes based on the recommendations in the IEP. Common core aligned units are utilized in the freestanding ESL class along with scaffolded instruction.

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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		
LOTE	Spanish		

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

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

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

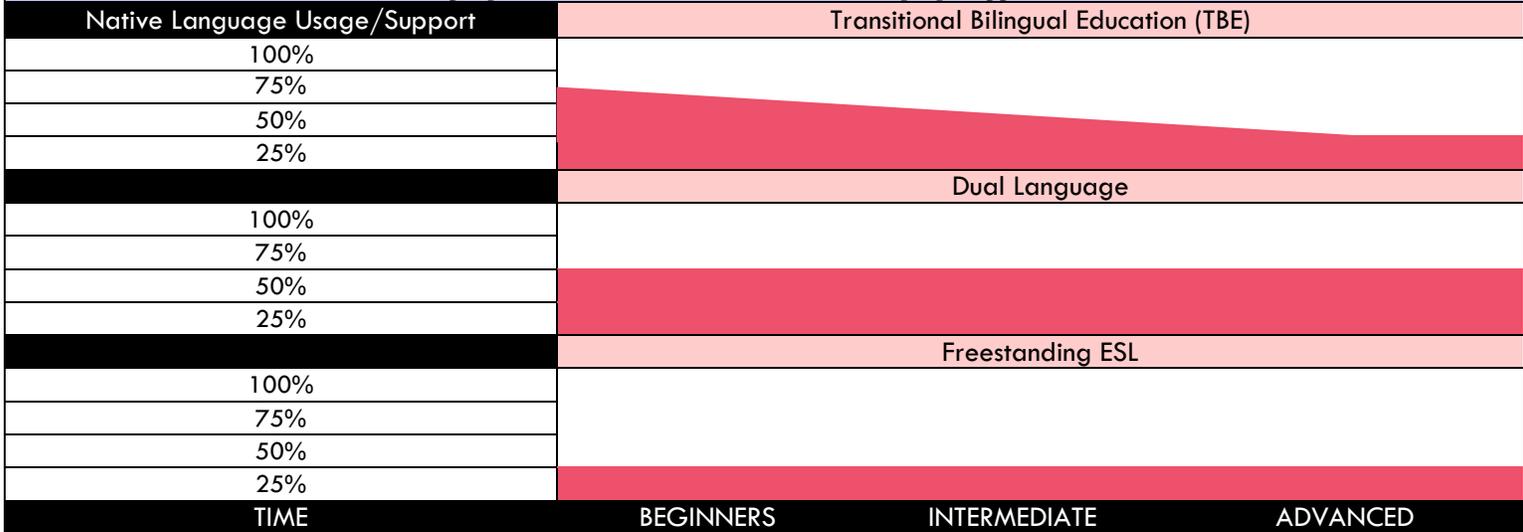
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language 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.
For ELA, interventions include Achieve3000 and Rosetta Stone. For mathematics, science, and social studies, tutoring in the students' native language is provided. Teachers continue to use differentiation to meet individual students' needs in all content area classes. An arts integration program, dance program and a special Regents preparation program is offered in selected ESL classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Elective literacy classes were created for students to reach proficiency (65+) on the ELA Regents and pass the NYSESLAT and the MOSL. The results will be forthcoming.
11. What new programs or improvements will be considered for the upcoming school year?
We will continue to use the Achieve3000 program this year. Elective literacy classes were created for ELL students.
12. What programs/services for ELLs will be discontinued and why?
At this time, there are no programs/services for ELLs that will be discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered equal access to whatever programs the non-ELL students are offered. ELLs make up approximately 28% of the entire student body and are a very visible part of all activities. The Title III after-school tutoring and Saturday school is available to all ELLs. Bilingual, ESL, and content teachers are present for these tutoring sessions and service any and all students that attend. Announcements for student government, clubs, committees, and all other meetings are given in English and Spanish, and printed material is posted in multiple languages on bulletin boards and in offices and hallways. All after school clubs (i.e. comics/cooking, English blog/tennis, etc.) are offered to both ELLs and non-ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All ELL subgroups (SIFE, Newcomers, 4-6 YOS, Long-term ELLs, Former ELLs, and ELL-SWDs) have access to a variety of instructional materials including technology. Our ESL teachers use SmartBoards, LCD projectors, computers (laptops and desktops) with their ELL students. We have a large number of VOX dictionaries and a sizeable ELL library. We use Books on Tape, the Achieve3000 Program, and Rosetta Stone with our ELL students. These materials are used with all ELL subgroups in content areas as well as the ESL classroom. Our classroom libraries have a variety of high interest/low level books which are age appropriate for high school students. We provide books in both the native and target languages. Teachers of ELLs use the Smartboards in a variety of ways such as showing films and film excerpts to enhance lessons.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is used in both of the programs that the school offers to ELLs. We use Native Language support in both our TBE and Freestanding Monolingual ESL classes. Bilingual glossaries, dictionaries and books are available for students in all of their content area classes (TBE) and ESL classes (TBE and ESL). Bilingual teachers who are Spanish speakers will use a minimum amount of Spanish in their classrooms - this is used only as a native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All materials used for ELL students are high school level and aligned with the NYS high school curriculum standards and the CCLS.
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.
Every summer, the school provides a three week Bridges Program for newly enrolled freshman ELLs. The program is taught by a licensed ESL teacher and focuses on two important areas: acclimation and transition to high school, and language enrichment. The program is usually theme-based by week with culminating trips that are connected to themes. Students leave this program with many of the tools needed to start high school.

18. What language electives are offered to ELLs?

The High School for Health Careers and Sciences offers 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)?

N/A

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. All ESL personnel have been trained in Q-Tel, part 1; in addition all ESL personnel are scheduled to attend a three part Q-Tel workshop. The Achieve3000 program comes with several professional development days. At these workshops, the teachers learn to analyze student data from Achieve3000 and utilize it to better serve the needs of the students. Teachers are also given strategies for enhancing the Achieve3000 program. Incentives are a large part of the program; therefore, students are motivated to progress. The scheduled Achieve3000 PD dates are TBD.

2. ESL personnel have three common planning sessions per week. A consultant from Generation Ready works with the ESL staff weekly to align common core units of study.

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

4. Faculty meetings and department meetings occur two times per month from October to May. Two meetings per year (1.5 hrs) are devoted to imparting information regarding ELL students and the ESL department. Also, during the three PD days which occur in November, January and June, two hours are allotted for ELL purposes. This meets the required 7.5 hours (as per Jose P.) of professional development on ELLs. For each meeting, agendas are created and teachers sign in that they have attended these PDs. All records are kept in office of the AP Supervision for ESL.

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. All parents are encouraged to be involved in our school activities: both parents of ELLs and non-ELLs. The parent coordinator, Ms. Elsa Roman, is in frequent contact with parents to invite them to school activities, SLT meetings and parent association meetings. She is currently implementing a series of workshops for parents in areas that will be of interest to them i.e how to speak to your teenager, understanding what your teenager is doing in school, etc. We also offer classes for parents on Saturday mornings in the English language. Parents are always invited and encouraged to accompany their child's classes on trips. The Urban Arts Partnership will be providing parent workshops specifically for ELL parents. All correspondence with parents is translated into Spanish. Parent workshops and meetings with parents always have a Spanish translator present. If a language is needed other than Spanish, parent translators are used in addition to the services of the DOE Translation Unit.
 2. The High School for Health Careers and Sciences has the Urban Arts Partnership, which is contracted to provide twelve workshops for parents of ELL students throughout the school year.
 3. Our parent coordinator will be using the day and evening of Parent/Teacher Conferences to distribute a parent needs assessment questionnaire in addition to mailing them home. This needs assessment will include questions regarding subject-specific workshops and the interest in English language classes for parents. The parent coordinator will explain DOE services offered for parents and will demonstrate how to navigate the DOE website. All materials will be translated into Spanish and other languages when needed. The responses from the needs assessment questionnaire will result in the creation of relevant parent workshops, classes and trips.
 4. The Needs Assessment Questionnaire informs us as to what parents want in terms of informational classes, activities and trips. Based on parent interest, activities are created.

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.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: 468 School Name: HS Health Careers & Sciences

Cluster: 1 Network: CFN 107

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

Part A: Needs Assessment Findings

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

At the beginning of each school year we conduct a student home language survey (HILS). Our current population is approximately 626 students. Over 90% speak Spanish at home. Of that 90%, the majority of the Spanish speaking parents need translation services. This year, we also have students who speak Arabic and French.

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 the above findings, all communications that go out to the student body and their families must be translated into two main languages, Spanish and English. However, the parent coordinator makes outreach to students who speak other home languages to ensure that there are no further translation services needed. If another translation is needed, appropriate arrangements are made with parent volunteers and/or the DOE translation unit. In addition, the parent coordinator downloads all generic Department of Education forms and letters in the appropriate language and mails them separately home to parents who need languages other than English and Spanish. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings.

Part B: Strategies and Activities

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

All communications that go out to our student body and their families are translated into Spanish. It is simply automatic that Spanish translations go out in all school mailings, whether the communications are invitations to events, notices of general parent association meetings, notices of open school days and evenings, or individual notifications regarding students. At least 50% of the staff members are literate in Spanish and assist with the Spanish translations for these materials. One teacher of Spanish has been appointed as the official school translator of Spanish. In addition, translation services are provided by parent volunteers and/or the DOE translation unit if other languages are needed. Also, the written DOE forms and letters translated into most languages from the website are downloaded and used.

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

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

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>.

A written copy of the "The Parent Bill of Rights" is provided at the first SLT and Parent Association meeting of each term. In addition, a copy of this document is mailed in the appropriate language to all parents in September. Everything described above fulfills Section VII of Chancellor's Regulation A-663 for parental notification.