

I. EXECUTIVE SUMMARY

a. School Summary

Our students are provided with a well-rounded secondary school experience which includes a rigorous academic program, along with a professional and CTE program in the Science and Allied Health Professions. In addition, our school will offer extracurricular activities, opportunities to enter science-related competitions, and an extensive sports program. Students receive an endorsed diploma upon completing a minimum of 250 hours of internship service. Advanced Placement courses as well as an array of electives offer enrichment in all subject areas.

b. Mission Statement

Our school is dedicated to providing challenging academic standards in professional health career settings through an intensive internship program, preparing our students to enter the world of health care with scientific knowledge, ethics, integrity and compassion.

c. Key Design Elements of the Educational Program

The Highland Park Charter School - Academy For Health Professions, will be the premiere health and science secondary school in the United States, as evidenced by graduation rates, college acceptances and alumni employment in related fields. Students will graduate with specific health goals for their future lives and broaden these goals to include their loved ones. They will demonstrate their knowledge of health care in a culminating practicum ensuring that their academic knowledge has blossomed into tangible health care skills.

Our Health Professions Educational program will feature:

Medical Science Research through State University of New York/SUNY Albany offering an opportunity to receive 12 college credits

Medical Technology, Nutrition and Exercise Science, Forensic Science, Kinesiology and Sports Medicine, Medical Biology, Medical Ethics, Medical Illustrations, Fellows Program, S3 Science Program, College Now, Exploration of Health Occupations and Career Choices,

Our general academics educational program will feature:

A comprehensive and rigorous 6-8 grade curriculum adhering to New York State Core Curriculum Standards, along with a strong emphasis on health and physical education.

Grades 9-12 will offer:

Biology, chemistry, physics B

Calculus AB

English Literature and Composition

Government and Politics

United States History

World History

Spanish language

Ballroom Dancing, Drama, physical and health education

Our school seeks to create an institution of learning that supports all of our students as they

simultaneously develop academic and health career competencies. The Highland Park Charter School - Academy of Health Professions has established high expectations for all of its students. Our educational program will integrate the health and science components into all subjects and expose students to the full range of professions and occupations within these fields. Highland Park CBO will collaborate with and support the School in assuring that our students are well informed and exposed to the diversity of occupations that constitute the science and health care workforce. The School will support the students in their pursuit of these careers by providing the pathways to post-secondary study and New York State certification in health care professions. The School is committed to high student performance in all subject areas through a standards-based curriculum that connects what students learn with further academic study, career goals, and cultural enrichment opportunities. The educational model of the School is built upon the belief that student success is based on the instructional effectiveness of the classroom teacher, and that pragmatic, collaborative and inclusive classrooms will best engage and inspire children to learn. The School acknowledges that many, if not most, of its students will need remediation to reach a level of proficiency in literacy and numeracy that will be necessary in order for them to meet the School's expectations regarding academic achievement and career outcomes. The School will provide such remediation to all entering students who require it. The School will ensure that all students perform at or above grade level on ELA and Math standards, and achieve in all academic areas.

The educational program will be designed to place students on a college aligned track. Student will have the choice and opportunity to either follow a traditional academic plan to enter college upon graduation by participating in AP courses, or they may pursue a program of study which will be aligned to enable our students to succeed academically while preparing for New York Certification as health care professionals. We will begin building the capacity of our students to obtain these goals by encouraging and providing opportunities for them to become certified life-guards at the age of 16 as the initial step toward higher certifications as Certified First Responders (also at 16) and LPN and EMT certification at 17 and beyond. Our long-term instruction plan for the School includes developing our curriculum and resources to the point at which we can become authorized by the State to offer certification courses ourselves, since only Bureau of EMS approved course sponsors are allowed to teach the New York State Bureau of EMS certification courses and likewise for other certification areas for which we plan to prepare our students. We also foresee that as our academic programs develop we will be able to expand our career and technical education program to prepare our students for certification in a myriad of other allied health care concentrations.

Highland Park Community Development Corporation fully comprehends the dire need of the East New York community for a new generation of highly skilled health practitioners. It is estimated that by the year 2025, over 60% of the population will be age 55 and older, with a substantial number of people comprised of "Baby Boomers", those born between 1946 and 1964, requiring maintenance pharmaceuticals, perpetual therapeutic services, and high quality emergency service care. The Highland Park Charter School - Academy For Health Professions seeks to fill this need twofold; providing and investing in a wealth of educational and career path opportunities for at-risk and impoverished children, and seeking a return on this investment by these same students serving their community as highly skilled and qualified health care professionals and first responders.

d. Capacity

The Board of Trustees of The Highland Park Charter School - Academy For Health Professions has the expertise, credentials, credibility, and experience within the East New York community needed to implement the School's academic program, administer its operations and manage its finances. The Highland Park Community Development Corporation was incorporated in 1988 to serve the East New York neighborhood of Brooklyn, NY. Highland Park has extensive resources and experience in serving the residents of the community through the alleviation of poverty by managing a 117 unit Tier II family shelter, through the NYC Housing Authority, and has demonstrated expertise in facilitating transition to permanent housing. Highland Park has also partnered with local CSD 19 in providing after school tutoring and mentoring programs. In addition, Highland Park CDC maintains close ties and collaborative partnerships with banking institutions, local houses of worship, and prominent civic groups.

The following individuals will be playing an integral role in the founding of the school, as well as some serving as prospective board members:

Robert Santiago, graduated with honors from Queens College where he majored in Political Science with a minor in Spanish. After a year at the University of Illinois, College of Law he returned to New York to complete his studies, graduating from Rutgers University School of Law in 1986. He also holds a Master's Degree in economics from Long Island University. Through the auspices of Colony Brooklyn Houses, Robert, as Director of Educational Programs, was able to increase the amount of funding for all of their educational and day care programs. Educational programs for at-risk and homeless youngsters residing in East New York and Brownsville communities which are successful and continue in operation today. He has served as a consultant on various projects related to community school building and educational development in post secondary education. Presently, Robert serves as the Executive Director of Highland Park Community Development Corporation.

Juan D. Martinez has a wealth of knowledge, skills and talents in both the areas of community development and education. Mr. Martinez holds a Masters Degree in Bilingual Education and a Professional Diploma in Administration and Supervision. He has twenty (20) years of professional experience of increasing responsibilities as an educator, lecturer, program coordinator, executive director, trainer and board member. He has extensive experience in: organizational and program management; program planning and development; policy development and implementation; contract negotiations; monitoring, compliance and quality assurance; budget development and management; development and implementation of fundraising; public relations, networking and management of external affairs. He has chaired several City and State advisory boards and policy forums related to education, child welfare and services to the Hispanic community.

At PROGRESS, Mr. Martinez is responsible for the management of all of the organizations activities and operations to ensure maximum program effectiveness, and the implementation of policy emanating from the Board of Directors. He monitors and carries out PROGRESS objectives in planning, management and evaluation; prepares budgets, contracts and modifications for city, state, and private funding sources. He is responsible for overseeing PROGRESS High School for Professional Careers a school with over one thousand students sponsored by PROGRESS, Inc. He is also responsible for oversight of a over eight million dollar budget. He assisted in raising over two million dollars for community development activities. His functions include; strategic planning; development of new

programs; writing; design and production of training materials; consulting with executives from 200 client organizations; conducting needs assessment; designing and conducting organizational development and training programs. He has trained personnel of over 500 CBOs and in all of New York's 59 communities in the areas of: management development; team building; supervision; productivity; time management; stress management; project management; communication skills; working with difficult people; overcoming procrastination professional development.

Barry D. Finkelman, Has over thirty years of successful supervisory and administrative Experience in the field of education During his tenure with the school system, Mr. Finkelman served as Deputy Superintendent of CSD 13 and for 20 years he was the Principal of PS 46k, which has the largest bilingual population and program in all of District 13. In addition to his work with the school system, Mr. Finkelman has also been involved in working with a wide variety of community organizations. For example, he was Director of Summer Youth Employment Program for the Bedford Stuyvesant Restoration Corporation, and he was Research and Development Coordinator for the Jackie Robinson Center for Physical Culture. Mr. Finkelman has been involved with the New York City Urban Coalitions Local School Development project and has worked with the fund for New York Public Education on the Corridor Project, and Dewitt Wallace Readers Digest Arts Partnership Program. His school was also a Department of Youth Services Beacon Site. Mr. Finkelman also serves as an adjunct professor at St. Johns University. Mr. Finkleman's expertise in the areas of Human Resource/Staffing will be of great service as we identify and select staff members to implement our proposed charter school programs. Mr. Finkelman is the prospective Principal of Highland Park Charter School – Academy of Health Professions.

Kenneth Diaz, Managing Director, DMJ Associates, former Vice President of Education & Technical Assistance Services for PROGRESS has a variety of experiences that serve to enable him to contribute in founding our charter school. He served as Director of the Bedford Stuyvesant Restoration Corporation/Hispanic Affairs Division. At Restoration, he also successfully directed their Non-Profit Programs Division, which included a vast array of programs, and projects funded by federal, state and city government as well numerous private foundations and corporation. These set of experiences are especially significant given that the Bedford Stuyvesant Restoration Corporation, established thirty (30) years ago, exists as the national model for all Community Development Corporations.

Mr. Diaz is also Co-founder, planning team member and school board member of an innovative private Christian school reform initiative resulting in the establishment of Bethlehem Christian Academy. Responsible for the overall implementation of all start up activities consisting with the school's proposal mandates. Also responsible for supervising and training of all personnel; meeting with individual teachers and/or groups of teachers to conduct pre-and post observation conferences and make recommendations for the improvement of instruction; evaluating the performance of the instructional staff through formal and informal lesson observation and other techniques: performing administrative activities related to day to day operations of the school E.G. building utilization, routines, drills and dismissals, planning and participating in management, implementation, of personnel policies, developed and implemented comprehensive staff development: purchasing and student planning. His wealth of experience, as well as his intimate understanding of education systems will be key in ensuring the quality and effectiveness of our proposed school.

Dr. Barbara Nelson, Ed. D., Associate Dean School of Education and Human Services and Professor at St. John’s University is currently responsible for the administration, supervision and the school’s pre-service teacher preparation programs and the coordination and review of curriculum requirements. Dr. Nelson is also in charge of the developments of new programs and initiatives in professional education. She has designed and helped implement many successful innovative programs. Dr. Nelson’s wealth of educational experience and her vast expertise will be a tremendous assist in helping to establish our proposed charter school.

Vincent Martinez, Highland Park’s primary consultant/trainer was previously Vice-President at J.P. Morgan/CHASE, where he coordinated the foundations Technical Assistance and Educational Training program for grantees in the areas of health, education, community development, organizing youth and the elderly. Mr. Martinez is also a former Program Officer from New York Foundation. Prior to this, he worked as Deputy Executive Director at PROGRESS, Inc., where he was responsible for supervising all areas of Technical Assistance and educational training. Mr. Martinez is also a Professor at New York University School of Continuing Education where he teaches about fundraising concepts and practices.

Pedro R. Herrera, Professional with 25 years of experience in Information Technology. Experience includes Project Management, Disaster Recovery / Business Continuity Planning, Email Infrastructures and hands on administration, architecture, system integration, design, development, implementation of multi tiered systems and platforms. Proven abilities in team leadership, coordination, analysis, and dissemination of technical information to both end users and senior management. Managed projects and programs with up to 20 staff members and budgets of \$5-8 million. Mr. Herrera’s extensive experience in the field of information technology, has included many educational projects. Amongst his finest work, is his leadership of NYCDOECSD 14’s District wide Technology Upgrade Initiative. As the principle consult for this important endeavor, Mr. Herrera was responsible for the project’s development, implementation and oversight. He successfully supervised this 26 school initiative which was of great benefit to over 1800 youngsters in the North Brooklyn Community.

II. STUDENT POPULATION

a. Student Enrollment

With the opening of The Highland Park Charter School - Academy For Health Professions in September 2012, the initial phase in of the school will begin with it’s first cohort of 90 6th grade students. In each subsequent year, the next cohort of 90 6th grade students will be admitted to the school. Each year will phase in an additional grade level. By Year Five (2016-2017) of the charter, the school will have a total enrollment of 450 students, from grades six through ten. By Year Seven, the phase in will be complete, with a total of 630 students and 90 students per grade level from grades six through twelve.

**Highland Park Charter School - Academy For Health Professions
Enrollment Projections Year One Through Five**

Grades	Projected Enrollment Table				
--------	----------------------------	--	--	--	--

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
6 th	90	90	90	90	90
7 th		90	90	90	90
8 th			90	90	90
9 th				90	90
10 th					90

b. Target Populations

The Highland Park Charter School - Academy For Health Professions has strong community support and has a broad range of channels to effectively reach out to parents and youth in underserved communities throughout the East New York, Brooklyn community. Evidence of community support and capacity for extensive community outreach includes:

Implementing innovative programs to alleviate poverty and homelessness in the urban area in which it serves.

After it's incorporation in 1988, Highland Park has helped establish and manage a Tier II residential facility homeless shelter, with a goal assisting families in seeking and finding permanent housing and employment

The establishment of two major educational initiatives in CSD 19, Valued Education Through Cooperative Activities (VETCA), and Student Mandated Investment In Life's Education (SMILE). These programs have provided literacy education, after school tutoring, mentoring, and the teaching social skills, etiquette, and peer mediation.

The focal point of The Highland Park Charter School - Academy For Health Professions' community outreach, will be the recruitment, and enrolling of students who represent the populations of English language learners (ELL), students with disabilities, and students who are eligible for federal free or reduced lunch. These student groups comprise a substantial percentage of children who are enrolled and attending our targeted geographical areas of New York City Community School District 19 in the East New York, Brooklyn. The following table demonstrates the most recent data from the New York City Department of Education Enrollment and Movement Data as of April/May 2010 for the 2009-2010 school year:

Community School District 19	Percentage of Students
Below Poverty Rate	91.3 %
Students Receiving Special Ed. Services	19.6 %

ESL Students	6 %
Black or African American	64.1 %

The data table illustrates the critical need for schools in East New York, Brooklyn to become agents of support for a substantial segment of the community. The data that reflects the percentage of students with disabilities, ELL’s, and families below the poverty level, demonstrates statistics that fall well above the New York City median. In addition, 85% of the children who attend CSD 19, fall within federal Title One guidelines, which entitles them to free lunch, and 5% fall within the guidelines of reduced lunch programs. The Highland Park Charter School intends to aggressively recruit these demographic groups.

Highland Park will promote the concept and ideals that our school has an underlying premise to affect the future of this community, through educational practices and consequent performance and achievement that prepares our students for college study and the pursuit of professions, careers. And college aligned pathways in the science and health care fields. The background of our students, along with our vision for this community, brings to the forefront the unending quest to make quality of life better for of our people. These values, along with academic achievement, career education, and cultural enrichment, will instill in our students positive social and ethical actions and the need to make a meaningful contribution to their community. Our school will promote the idea of a quality standards based education, along with the opportunity to afford students the knowledge and hands on experience to apply their skills to the health and well being of their neighbors, regardless of income level, ethnicity, language barriers, or special limitations.

Students With Disabilities

The Highland Park Charter School - Academy For Health Professions is committed to providing the highest quality education to all students and dedicated to serving students with special needs. Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). A free and appropriate education will be provided to such students in accordance with their Individualized Education Programs (IEPs), as required by the IDEA and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent Americans with Disabilities Amendment Act (ADAA). As required, The Highland Park Charter School will serve all students with disabilities.

Equal Access for Students with Disabilities

Highland Park welcomes the opportunity to serve all students – including those with disabilities. We will

demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to Community School District 19. All public messaging specific to Highland Park will include the school's support to students with disabilities, including related services. Information about these services and supports will be distributed throughout the target communities in public meeting areas such as YMCAs, housing facilities, places of worship, local parks, etc. At no time will a student with disabilities or those suspected of having a disability be discriminated against nor denied admission to Highland Park. Any student qualified to attend a New York City public school in the appropriate grade is eligible to attend Highland Park.

At no time will students with disabilities or those suspected of having a disability be discriminated against nor denied admission to Highland Park. Any student qualified to attend a New York City public school in the appropriate grade is eligible to attend Highland Park.

Special Education Overview

Highland Park will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence and in compliance all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). All special education programs and services at the school shall be provided in accordance with Education Law § 2853(4) (a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the student's school district of residence. Highland Park will use the NYCDOE Special Education Operating Procedures Manual as its guideline for compliance.

Highland Park will:

1. Educate our special education students in the least restrictive environment mandated as per the IEP
2. Provide a Special Education Teacher(s) qualified to support high school aged students with disabilities in New York City
3. Emphasize the use of student data in differentiating instruction so teachers may create multiple paths for students of different abilities and different needs while ensuring the accommodations and modifications in their IEPs are consistently used across classrooms and settings
4. Provide special education teacher(s) who will plan for additional interventions during the school day
5. Monitor effectiveness of various interventions on a weekly basis with a minimum of quarterly progress reports
6. Provide professional development for all teachers serving students with disabilities in order to guide their instruction to best serve this population
7. Create protocols that safeguard the privacy of students by protecting their IEPs as per § 408 law; and provide professional development for teachers to promote awareness and compliance with these protocols

Staffing

As required by the population of students we enroll, we will hire a highly qualified special education teacher(s) as well as a part time coordinator. The Principal will serve as the part time coordinator until the special education enrollment warrants filling that position with another staff member. The

coordinator will coordinate and supervise the Highland Park special education program, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, and ensuring provision of services as mandated on student IEPs.

All employees, including the part time coordinator, special education teacher(s) and general education subject specific teachers will provide data and information to the CSE for the students' IEPs as well attend all IEP meetings, if applicable. If the school is unable to directly provide services to the extent necessary, the school will contract with appropriately certified or licensed individuals to provide services under its direction.

Designated area/s will be allotted in the design of the school to allow for pull out services for needed therapies. The services may include, but are not limited to: speech language pathology, audiologist services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early rehabilitation counseling, orientation and mobility services, diagnostic and/or evaluative medical services and student and/or parent counseling. The school will always defer to the Committee on Special Education (CSE) to provide students with support services that are not available at the school or to place students where the best supports can be accessed. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the CSE of the student's district of residence. The school will always defer to the Committee on Special Education (CSE) to provide students with support services that are not available at the school or to place students where the best supports can be accessed. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the CSE of the student's district of residence.

Communication

Highland Park strongly believes that open lines of communication lead to a successful academic career for all students. This is most important for students with disabilities and all team members must be committed to maintaining the necessary communication to ensure success. Communication is a circle that surrounds the student and includes, but isn't limited to: general education (subject specific) teachers, special education teachers, related service providers, case manager, CSE team and the parent/s. All members of the aforementioned team will receive a copy of the student's IEP developed by the CSE. Receipt of this documentation goes beyond a simple passing of paperwork. It is vital that all team members understand the detail defined in the document as well as to how that relates to their interaction with the student. The special education coordinator must ensure that all defined needs in the IEP are being met at the school and, using data to track success and if revisions are necessitated, work with the CSE to amend/revise the IEP. Open lines of communication begin at the IEP meeting held by the CSE but continue to daily communication between all team members as necessary. The general education teacher(s) and special education teacher(s) will attend all IEP meetings at the CSE. Substitute coverage at the school will be arranged. The special education coordinator will attend meetings at the

request of the CSE or other team members. Highland Park believes that parents are an integral part of the circle of support surrounding the student. Progress toward IEP goals will be provided a minimum of quarterly but communication surrounding specific needs will be provided more frequently through phone calls and emails and are dependent on each student's individual needs. The special education coordinator will schedule time with each resident district's representative prior to the start of the school year to establish a communication plan that meets the needs of all parties.

Referral and Evaluations

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the local educational agency (LEA) – the district of a student's residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). Highland Park will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

If a student is thought to have a previously unidentified disability, this will become the focus of the student's case conference. The case conference team—consisting of an administrator, teachers, social worker, special education teacher and or coordinator—will convene to devise an appropriate plan of action based on established protocols. The case conference team will review the student's behavior and academic performance, interview teachers and consult with the student's parents and make recommendations. If there is no improvement in the student's academic or non-academic areas of concern, an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. Any professional staff member of the school can request a referral but it must go through the Principal, as per the NYCDOE's SOMP 2009. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be sent to the student's parents.

Confidentiality

All staff members will receive professional development throughout the school year on various topics specific to serving students with disabilities. One such topic will focus on the maintenance and confidentiality of the records of students with disabilities. All students with disabilities' files (including IEPs, evaluations, confidential psychological reports, etc.) will be maintained in a separate, locked filing cabinet at the school's main office. Only those with a "need to know" will be allowed access to these files. A sign in/sign out sheet will be maintained for each file. (*See* 34 CFR 300.610-627; 34 CFR Part 99)

Professional Development for Staff

Highland Park believes that professional development for all staff (including administrators and part time employees) is on-going and builds upon itself. A one-time presentation on a specific topic with no review, application to real life or continued growth is not, in itself, professional development. Highland Park will develop a professional development plan that ensures the on-going introduction of new material, review of learned materials, application of learned materials to "real life" situations, and data review of the effectiveness of learned materials. This professional development plan will consistently address the issues surrounding the effective service to students with disabilities. Topics to be addressed include, but are not limited to: the referral process, development of an IEP, implementation of an IEP,

evaluation of progress toward IEP goals and objectives, reporting to parents and CSEs, confidentiality of student records and discipline of students with disabilities.

Outreach, Recruitment, and Admission/Enrollment Plan

The board of Highland Park is committed to attracting, serving, and retaining a greater percentage of students with disabilities when compared to the average for Community School District 19 in East New York through a broad range of strategies; The local CSE, parent advocacy groups, local CBO's. and neighborhood recreational facilities. Materials such as pamphlets, brochures and posters, will be in English and Spanish (both the proposed school leader and Instructional Coordinator are fluent in Spanish) and will state specifically that the school will provide services and accommodations for students with disabilities and ELL. The team will also seek interviews with local newspapers and radio stations in English and Spanish, and set up a website.

The founding team has been attending CEC meetings, and has discussed plans with the Superintendent of CEC 19 and Tilden Hall to create workshops for parents that will assist them in supporting their children's education at home. The Highland Park CDC with present workshops for parents in both English and Spanish in conjunction with Tilden Hall, SMILE and VETCA programs. With the support of Highland Park CDC, the founding group and board with aggressively reach out to families less informed about educational choice options, which include new immigrants, non-English speakers, and people with limited education. The team will present workshops and distribute brochures at institutions offering services to new immigrants, child health care centers, English language schools, and set up information booths at community events.

ESOL Program

The Highland Park Charter School -Academy For Health Professions will service students of various cultures, beliefs, and ethnicities. Our program will address the needs of the English Language Learners by integrating scaffolding strategies within the content areas. Students who are not proficient in the English language will have the opportunity to have their educational needs met at their level of second language acquisition. The goal is to provide students with an opportunity to learn and enhance their development of English in reading, writing, speaking, and listening skills. All students who are identified as English Language Learners as per our Home Language Identification Survey will be evaluated to determine how much level of support is needed.

Students, who need specialized instruction in order to be successful academically, will be serviced by our ESL Program which facilitates the acquisition of communicative and academic English. Our ELL teachers will provide academic content and cultural knowledge to enable ESL students to succeed in mainstream classes as quickly as possible and to provide a quality education for our students.

Methods and strategies by which we will serve students with Limited English Proficiency (LEP), by grade level.

The School shall serve all students designated as English Language Learners (ELL) by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. The School shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 and the federal Equal Educational Opportunities Act of 1974. Our approach to English language instruction for LEP students is based upon the following tenets:

Age-appropriate knowledge of English is a prerequisite for success in school.

Academic ability in English is different from conversational ability and takes much longer to attain.

Specially Designed Academic Instruction in English (SDAIE)—also known as Sheltered Instruction (SI)—provides access to the core curriculum.

We will create an instructional culture that is acutely aware of the needs of English language learners and aware that there are two types of English language proficiency:

Social (BICS) Basic interpersonal communication skills

Academic (CALP) Cognitive academic language proficiency

Our instructional practices will focus on the four stages of language development that will be modified for each grade level:

Pre-production- (silent period) student is not speaking the new language: he/she dependant upon modeling, visual aides, and context clues to obtain meaning. The focus is on comprehension as students develop listening strategies.

Early Production- after initial listening phase, students will begin to produce words that they have often heard and understood. They will produce no more than isolated words in response to comprehensible input. They will answer yes or no to specific questions. They may also answer in a one-word response

Speech Emergence- student has now acquired a limited vocabulary and response in short phrases or sentences. The student is able to respond to literal questions which have been made comprehensible

Intermediate Fluency- in the final stage, students begin to engage in conversation and produce full sentences. Students are challenged to produce responses that require creativity, critical thinking skills and complex sentence structures.

Upon entering the school, all families are expected to complete a Home Language Identification Survey that the parent understands. This helps to identify students who may be ELL/LEP and therefore require further screening. Any student whose home language or first language is not English is then interviewed by the School in English, or if necessary in their native language, to make an assessment of the student's oral proficiency in English. Once this initial screening process is completed, the School will conduct a formal assessment of any student who speaks little or no English to determine the student's level of English language proficiency by administering the Language Assessment Battery-Revised (LAB-R). Students performing below the designated cut-off on the LAB-R will be classified as ELL students. The parents of any student who is entitled to a bilingual program will be informed in writing of their right to have the student placed in a bilingual program. If the parent chooses to have the student remain at the School, the student will be provided a special language instructional program that is designed to teach English as well as the general curriculum. The Academic Language and Literacy Diagnostic (ALLD) diagnostic tool will be used to identify Students with Interrupted Formal Education (SIFE). This assessment is meant to standardize the SIFE identification process for students with a home language of English or Spanish. The ALLD will be given after the HLQ and LAB-R have been administered and an interview indicates an educational interruption of more than two years.

Research indicates that successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include bilingual education and Sheltered Instruction (SI). The goal of SI is to develop English language and academic skills among ELL students. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible.

In line with the mission of our school and the values of our Founder, Principal and Board, we believe that language knowledge develops student efficiency and that student diversity is an invaluable asset to the community. We also believe that English language learners will benefit most by becoming an integral part of the school. One of the keys to language acquisition is providing authentic and challenging opportunities for learners to apply what they have learned. This is in line with our school's overall instructional ideology and will be no less relevant for our ELL population. We will also maximize the strength which students bring to our school. We envision scenarios where our ELL students will organize and lead the seminars described earlier as well as organize and lead student and parent orientation sessions.

Teachers will also be trained to utilize special instructional strategies—i.e. /Specially Designed Academic Instruction in English—for delivering content to English language learner students in English. At the school, students will receive instruction from their classroom teachers and, as needed, discrete ELL instruction from a highly qualified English to Speaker of Other Languages (ESOL) teacher on their grade level to ensure that ELL students meet the same high standards as the general student population. Professional development in instructional methodology appropriate for language learners will ensure that the materials and facilities available to ELL students are equal to those of the general population.

The principal will oversee the School's Language Allocation Policy (LAP) working in conjunction with a certified ESOL teacher as we grow to capacity additional ESOL teachers may be added and one will be designated as the Team Leader of English to Speakers of Other Languages, and ultimately share this role with a future Assistant Principal. We will utilize the following methods and services to meet the needs of our ELL students:

- Daily English instruction by our ESOL teacher using a pull out model when appropriate. This will provide for an even smaller teacher to student ratio.
- Professional development for all instructional staff directly involved with ELL students. Teachers will be trained in Specially Designed Academic Instruction (SDAIE) methodology and strategies, which emphasize the concept of comprehensible input- making concepts understood by the learner.
- Trained teachers pulling out ELL students for intervention based on their Student Success Plan. Formal communication will take place during specifically allocated planning times between subject teachers, administrators and ELL teachers providing the interventions.
- Interventions will be based on the specific needs of the ELL student as identified in the

Student Success Plan as determined by the assessments mentioned earlier, and provided by both subject teachers and ESOL teachers.

- The interventions being provided will be evaluated on an on-going basis for effectiveness and modified when necessary.

ELL students will not be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and ELL students will not be assigned to special education for lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school. Semi-annually, the Principal and ESOL teachers and other administrators will conduct a review of ELL student participation in extra-curricular activities to identify any impediments to their full participation. The results of the review along with recommendations for improvement will be presented to the Education Committee of the School Board. The school will provide training for all instructional staff who are directly involved with ELL students. This training will be a standard part of the school's professional development plan. The staff development program will enhance staff appreciation for the ELL students' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELL students; and introduce techniques to improve communication with parents/guardians of ELL students. The school will guarantee that materials and facilities for the ELL instructional program will be of the same quality as those available to English proficient students. The School will also have a process for continued program assessment. ELL students' academic program and services will be assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. We will use this information to determine student academic progress, as well as the level of English language acquisition, to modify programs and services, where necessary, and to report outcomes.

As stated earlier, we believe clarity of instruction and teacher efficacy are key factors for student success. This includes general education students, ELL, and Special Education students. We will provide an extensive outline of our plans to serve students with special needs as we are aware that many children in our community require these services to achieve their full potential. Although we believe that effective instruction is the key to success, we also understand that this is a result of a concerted effort by teachers, administrators and a continued dedication to ongoing professional development. Effective instruction works for all student populations, however each student has individual needs, strengths and growth areas. Therefore, a balance must be attained between instituting best practices for each population and examining each student's disaggregated data. We seek to understand not only the similarities in student needs but also differences. We embrace the challenges in offering this quality education to all children.

III. SCHOOL DESIGN

a. Increase student achievement and decrease achievement gaps in reading/language arts and mathematics

Reading/English Language Arts

The Highland Park Charter School - Academy For Health Professions will always seek to improve reading,

writing, language and comprehension skills. The Highland Park Charter School will build its program of augmenting and relating real life health and science experiences to students at their highest cognitive levels, developing their ability to question, analyze, synthesize, and comprehend a range of responses to a variety of concepts and issues. Diverse populations, including struggling and/or disenfranchised students, are well served by the integration of practical health care experiences and career applications to demonstrate understanding and achievement of curricular applications. In addition, an emphasis on serving the East New York community will assist students in strengthening ELA skills while applying their skills in various health and science applications.

The Highland Park Charters School - Academy For Health Professions will also serve to facilitate student achievement through a challenging academic environment, small class sizes, a culture built upon caring and empathy in an extended day that will utilize the SMILE and VETCA tutoring components.

Response to Intervention (RTI) strategies shall be employed in all classes to better address English language arts and math skills by insuring the identification of obstacles to learning, and prioritizing remedial work/tutoring. The anticipated hiring of dually certified Resource/ESL teachers will further advance the achievement of that educationally at-risk population.

Mathematics

All students will demonstrate benchmark of proficiency by the beginning of the 8th grade. To achieve this goal and thus effectively close the math proficiency gap, students will understand that their teachers and administrators of Highland Park Charter School will hold them to high expectations. Math classes will be conducted in a learning environment that is non-threatening where there is an accommodation for differentiation in instruction. Teachers will employ varied instructional practices and there will be consistent support for each student's effort. A typical math practice employed by teachers is to promote active engagement in problem-solving activities that are built on knowledge of experiences. The ability to reason is a process that grows out of these experiences. Learning is enhanced by connecting math to the real world through technology and hands on experience. To close the achievement gap math intervention strategies at Highland Park will be used during or before initial instruction to ensure success for at-risk students and these strategies will teach concepts that move from manipulatives, to pictures, to symbols. Teachers will help students to transfer actively learned concepts to pencil-paper tasks and assessments similar to the end of grade/end of course tests. Vocabulary activities, higher order thinking and problem solving strategies will all be included in intervention strategies designed to close the gap. It is important that teachers teach math concepts from the NYS Math curriculum guide since it is most likely that these concepts may be included in the state math assessments. Teachers will be "scaffolding" math instruction filling existing gaps as required for groups of students. The school administration has identified a list of expectations for teachers when teaching math. These expectations include the following: 1) Feel comfortable in their use of technology; 2) Provide connections to prior knowledge, other subject areas, and to health/science applications 3) Differentiated teaching strategies for students with different learning styles 4) Improve knowledge of content so they feel comfortable with the curriculum 5) Their questioning ability by asking higher order questions, allowing for wait time, and

encouraging students to give more than one answer; 6) Become positive about their ability to teach mathematics to all students; and 7) Expect students to want to learn, to do homework, to ask questions, and to seek assistance. 8) Professional development delivered as a unifying and consistent entity that will allow the school to sustain a positive element of math instruction in a consistent manner that will always conform to the NYS Common Core Standards.

b) Increasing High School Graduation Rates and Focus on Serving At-Risk High School Student Populations (including re-enrolled drop-outs and those below grade level)

We are mindful of the demographics of students that will make up the student body. Given the tremendous academic challenges facing the students in CSD 19, The Highland Park Charter School - Academy For Health Professions is committed to devoting resources to an academic program that creates multiple avenues for academic success. Additional supports will be necessary in order to bring our students to a level where they will ultimately perform at grade level—and eventually above—in the critical subject areas of English and mathematics, but ultimately in all subject areas. The five commonly acknowledged factors associated with “at-risk” students are poverty, race/ethnicity, family composition, mother’s education, and language background (i.e. English Language Learners living in homes where English is not spoken). At-risk students are more likely to face academic failure. The composition of the school’s student-body is likely to be predominantly made-up of at-risk students.

Students at The Highland Park Charter School - Academy For Health Professions will be identified for Academic Intervention Services through:

- Student Success Plans (SSP), where baseline data for students is recorded. This plan allows for the identification of specific skill deficiencies and the classification of the corresponding interventions and provides for assessing the effectiveness of those interventions. The instruction provided by the teachers will be driven by this student data. It begins with a baseline assessment in the 6th grade.
- Professional development in data analysis and decision making that will take place for all staff to ensure that we as a School community are collecting, analyzing and using relevant data in purposeful ways. In this way, teachers will use the SSP in an effective and responsive manner and will use student data to differentiate instruction and provide students with appropriate interventions.
- Data-inquiry teams that will enable teachers to work collaboratively to make instructional intervention plans for their students based on the data.
- Data driven instruction that will enable teachers to make specific instructional decisions that will most benefit their students individual needs, and prescribe effective interventions to address those needs.

Re-enrolled drop-outs and students who are below grade level according to age, will receive an intensive program of AIS augmented by their chosen health care profession pathways, leading to state certification and licensing certified emergency medical technicians or first responders. Our partnerships with local colleges will play an integral role in assisting the career/educational path of these students.

c. The Focus On Academic Achievement of Middle School Populations and Preparation For Transition to High School

On the first day of classes in September 2012 when Highland Park opens its doors to our first class of sixth graders, each student will have a Student Success Plan (SSP), which will be developed by his or her instructional team of teachers, under the supervision of the Principal and Assistant Principal. The SSP will include analysis of the student's prior academic performance in local feeder schools, and a diagnosis of academic needs in all subjects—based on assessment data and other performance measures—and an individualized prescriptive plan for addressing them. The SSP will also be a valuable tool for addressing the social and developmental needs of our students. From Day One, a crucial focus will be the preparation for our middle school grade level students in transitioning smoothly on an academic basis: 1) Refining and directing classroom instruction, including setting individual student goals; 2) Adjusting scheduling to include adequate time for core subjects, non-core subjects, and any necessary remediation to ensure mastery of the material; 3) Refining the teacher-developed and diagnostic tests to ensure consistent alignment with the NYS learning standards with the results indicative of outcomes on state exams; 4) Informing policies for student retention and promotion; 5) Providing sufficient time in the daily schedule for common planning, training on various data issues, and embedded professional development; and 6) Evaluating teacher and school leader performance.

At the start of the school year the faculty and administrators will use students' prior-year New York State tests, where available, to understand starting points, deficiencies and baseline performance for individual student goals.

Assessments will provide instructional staff, students and parents with detailed data on individual student performance and growth, student cohort performance gaps, and performance comparisons with similar student populations. Instructional staff will use assessment data to modify content and/or instruction. The teachers can map curriculum aligned to the NYS Common Core Standards by designing their own tests aligned with these standards. Staff Development can assist teachers in assessment development, and alignment and consistency with the standards.

It is critical that the school's entire community of students, parents, staff, administration, and Board are invested in a school culture dedicated to the effective use of performance data. The Highland Park Board will work closely with the School Leader in the formative stages of planning to develop and implement goals, protocols, systems, and tools to facilitate the use of assessment data to influence decision making. While the collaborative effort is essential, the components described below serve as examples of the ways Highland Park expects to use data to inform decision making with regard to instruction. The goals of the charter school regarding the use of data in the design and implementation of instructional strategies.

Underscoring the academic goals for planning and transitioning students from the six through eighth grade middle school levels into the ninth through twelfth grade high school levels will be our CTE In the Health Professions program. These concepts will begin from the day the school opens up its doors to our first cohort of sixth grade students, and will build and expand as the school grows and each cohort moves to the next grade level.

Career Education—A dynamic, challenging and engaging curriculum that connects daily academics to career competencies in the scientific and allied health professions, in addition to emergency medical technology and practical nursing, will be the foundation of the school’s program of study. The spiraling of the curriculum around professional and allied health careers, will provide infinite possibilities to enhance and support both remediation and post-secondary acceleration according to the needs of each individual student.

At The Highland Park Charter School - Academy For Health Professions, a challenging and enriching laboratory/internship program in cooperation with Woodhull Medical Center, offers an exciting yet academically rigorous sequence of courses in our Pre-Medical Program.

In the Pre-Medical Program, students take courses in Basic Medical Laboratory Techniques, Anatomy, and Physiology. These courses instruct students in hospital procedures and basic medical skills needed to function successful in a medical environment. In addition, students take their mandated New York State Science Regents Courses and fulfill their Science graduation requirements.

Students have an opportunity to use the knowledge and skills developed at The Highland Park Charter School to work with Physicians, Nurses, Social Workers, Pharmacists, Clergy and Human Resource personnel.

Students begin to work at Woodhull Medical Center one day a week after school in their 10th grade and continue until their 12th grade.

Upon graduation, students receive a diploma endorsement and a certificate of recognition for their outstanding achievement and accomplishments while participating in the program..

d. Utilization Of A Variety of High Quality Assessments to measure Understanding and Critical Application of Concepts

School-Wide Assessments will align with both the NYS Common Core standards and the school’s larger goals. In accordance with the School’s value of self-reliance, students will be expected to actively participate in the setting of their SSP goals and articulate the steps they are taking to meet them. Interim-assessments will be used to adjust and modify the means by which benchmarks for teaching and learning will be met. The School will create a rigorous set of target goals for every student to which the students themselves, their teachers and their instructional leaders will be held accountable. An assessment schedule will be developed and a premium placed on transparent discussion of performance indicator and meeting expected outcomes.

The Highland Park Charter School is a strong subscriber to the *Common Core State Standards* for ELA, social studies, science, and career education. The common thread to these standards is the fact that the school serves the dual function of educating and preparing our students for professional and careers, as well as highly skilled Emergency Medical Technicians, Licensed Practical Nurses, and Certified First Responders. The Common Core Standards refer first and foremost to college and career readiness for Grades 6-12. These standards, will represent benchmark standards to assess the learning and teaching taking place in the school. Lastly, the range of reading and level of text complexity, refers to the student's ability to read and comprehend readings and texts in an independent and satisfactory manner.

These standards conform to rigorous expectations, are internationally benchmarked, and correlate to the promotion of college and career readiness, key points that mirror the philosophy of The Highland Park Charter School - Academy For Health Professions.

ASSESSMENT	GRADE LEVEL	MONTH
New York State ELA Exam NYSESLAT Exam New York State Math Exam NYS Regents Examinations in Earth and Physical Sciences. NYS Regents Examinations Integrated Algebra	6 th ,7 th 8 th Grades 6 th through 12 th Grades 6 th ,7 th ,8 th Grades 8 th , 9 th Grades	Late April, Early May Spring Term May June
New York State Regents Examinations in Geometry, Living Environment, and Global Studies.	9 th , 10 th Grades	June
New York State Algebra 2 Regents Examination	10 th , 11 th Grades	June
New York State Regents Examinations in Chemistry and Physics	Taken after sequential course work completed	June

e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision making, and effectiveness

Highland Park CDC will utilize a close partnership with Tilden Hall in Brooklyn in an effort to further establish the concepts of higher academic achievement, social skills and etiquette, in tandem with proven instructional and tutoring programs, Students Mandated Investment in Life’s Education (SMILE), and Values Education Through Cooperative Activities (VETCA). Assessment and evaluation benefits will result from analyzing attendance at these activities with the data from reading and math standardized testing. Parent workshops will be an integral part of the partnership with Highland Park and Tilden Hall. Augmenting the academic component will be a social/emotional component that will be administered by staff working with Highland Park and Tilden Hall VETCA programs. The theory behind this is that the social/emotional well being of the child is ultimately crucial to the child’s academic success.

Highland Park is proud to be a longtime partner with Woodhull Hospital and Health and Hospitals Corporation. In addition, we have a working relationship with Jamaica Hospital, all of whom provide internships and work experiences for our students in the health professions.

f. Partner with low performing, local public schools to share best practices

We will reach out to other schools in the community, offering to be part of a cohort providing professional development assistance, periodic assessment development, assisting data analysis process support, offering participation in extended day and Saturday Academy programs, summer youth employment, and all of this will be done through school, and Highland Park, who features the VETCA and SMILE programs. Highland Park has a long standing working relationship with IS 292, IS 290, as well as JHS 302. Inter-visitations will be provided for school development in each of the previously developed areas. By an experienced principal as school leader, an experienced assistant principal (all of whom are talented team builders), and an experienced guidance counselor, with expertise in youth development.

g. Demonstrate the ability to overcome start up challenges to open a successful school through management and leadership techniques

We have a long, successful history of working with New York City government agencies such as the Department of Education, New York City Housing Authority, and Department of Social Services. Our experience has provided insight into the design and implementation of our school. Additionally, we have worked collaboratively with several schools in the CSD 19 community, and are keenly aware of the wants and needs of the residents.

The Board will be staffed by local civic leaders, business leaders, entrepreneurs, an experienced principal, guidance counselor, and the Highland Park Executive Director who has implemented educational programs for over 20 years. Given our many years of experience, talents, and expertise, we will focus on a data-driven decision making process to ensure a successful school start and continued improvement process.

h. Demonstrate the support of the school district of location and the intent to establish an ongoing relationship with such district

We have already secured the support of local community leaders and elected officials, as well business and civic leaders in the East New York community. We have already established and maintained a close professional relationship. We will be reaching out to the community superintendent to discuss ways that we can collaborate in providing support to low-performing schools in CSD 19.

Our founder and Executive Director of Highland Park, has extensive experience in overseeing school policy and administration, having served for many years as a board member of CSD 14 in Brooklyn. His experience on the school board has provided him with intangible insight into the finances, operations, and educational policies of the schools, as well as insight into the philosophies and dynamics of the New York City Department of Education. In addition, he helped facilitate the opening of Progress High School, an institution steeped richly in the tradition of delivering a health and science educational career program in an enriching and innovative setting.

i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.

We are going to be incubating in the East New York section of Brooklyn, where a void exists of viable educational alternatives for a largely disenfranchised community. The statistics reflect low reading math scores, high unemployment, 90% poverty, 90% minority, etc. Therefore, there is a critical need for the potential attributes our school can provide. By working with the local community and business leaders and CBO partners, we will have a strong foundation of support.

We will also reach out to other schools, by referring their students to Highland Park's community programs. Because we're currently offering support to students in our partner low-performing schools, we are in fact offering education alternatives ourselves. Finally, our Health and Sciences program will provide our students with unique opportunities to train, intern, and enjoy meaningful experiences, leading to State certification in Emergency Medical Technology, Licensed Practical Nursing, and a career path to a wide array of allied health professions.