



BRONX HEALTH SCIENCES HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: SCHOOL: 11X249
ADDRESS: 750 BAYCHESTER AVENUE ROOM 330
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SCHOOL NUMBER: 11X249 SCHOOL NAME: Bronx Health Sciences High School

SCHOOL ADDRESS: 750 Baychester Avenue Bronx, New York 10475

SCHOOL TELEPHONE: 718-862-4406 FAX: 718-862-4410

SCHOOL CONTACT PERSON: Miriam Rivas, Principal EMAIL ADDRESS: mrivas@schools

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maudi Rodriguez, Assistant Principal

PRINCIPAL: Miriam Rivas

UFT CHAPTER LEADER: Ian Stewart

PARENTS' ASSOCIATION PRESIDENT: Charlene Millwood

STUDENT REPRESENTATIVE:
(Required for high schools) Dascia Xavier

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 11 SSO NAME: Empowerment

SSO NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: _____

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Miriam Rivas	Principal	
Ian Stewart	UFT Chapter Chairperson	
Ms Singh	PA/PTA President	
Ms Becerril	Title I Parent Representative	
Jenny Cotto	DC 37 Representative	
Dascia Xavier	Student Representative	
Vanessa Zapata	Student Representative	
	Student Representative	
Maudi Rodriguez	SLT Chairperson	
Carlos Ortiz	Parent Coordinator-DC 37	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Mission

To educate emerging health professionals capable of being lifelong learners and achieving high standards of academic, personal, and emotional growth. To be valued by our students, teachers, parents, and community as partners for success.

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL

Bronx Health Sciences High School is one of Bronx's New Visions High Schools that started in the Fall of 2004. Our school is based on the "Guiding Principles for New Small Schools" and the "Principles of Learning" We are located in a dedicated space consisting of 14 classrooms, 3 offices, and two restrooms on the third floor of the Truman High School Campus. We share the gymnasium, the lunchroom, the library and the auditorium. Our students are invited to participate in the various extracurricular activities offered on the Truman Campus.

We have a total population of 320 students. The majority of students are from low-income families. 80% are economically disadvantaged. Students have maintained an average of 94% attendance and a 0% dropout rate. Special Ed services have been provided by our special education teacher. Our ESL/ELL students, which total 24, are being serviced by our ELA teacher by a push in, pull out model as well as team teaching. The guidance counselors, all teachers and the assigned service provider from the Network supports this population.

Bronx Health Sciences High School is a growing four-year, academic, unscreened school that will maintain an estimated total of 320 students in the fall of 2010-2011-school year. We offer a strong and rigorous educational program in a small, personalized setting. The curricular content is the five core subject areas and Physical Education. Our theme is centered around health and to align our theme we require students to take health for four years. Community service and internship requirements must also be met. Students are also required to participate in Health and Science Fairs in the spring.

Truman's teaching staff supports the Physical Education classes as well as our special education population. We currently have eight (8) 50 minutes periods.

We encourage our students and staff to "Dress for Success". The purpose of the dress regulations is to help each student set a standard for his/her personal appearance that is appropriate within the accepted standards of our school and the real world. Our students are expected to demonstrate pride in his/her appearance because it reflects individuality. Collectively on our part of career planning, we model appropriate dress code for job interviews or for certain occasions.

Extreme fashions or appearances, which are considered inappropriate and distracting to the educational processes, are not allowed.

The student body is served by 34 professionals and support staff, including one (1) principal, (1) assistant principal, twenty-three (23) teachers, one (1) guidance counselor, one (1) college advisor, one (1) Lehman College Trio counselor, one (1) secretary, three (3) school aids and (1) parent coordinator.

Our main objective is to attract and motivate students to the health profession and provide an array of career options to them as well. The theme is infused through an interdisciplinary approach in all academic areas. Students explore a variety of health professions through their health classes, as well as participating in internships and job shadowing as interns to both their schools and communities. Our methods of instruction emphasize skills necessary in school, careers, and life. We strive to help our students to build life-long success, including confidence and poise, inter and intra-personal skills, teamwork abilities, listening, reading, writing and oral communication skills.

Academic Interventions Services are provided to meet the needs of the students who require additional assistance in our Summer Bridge Program, after school tutoring, Regents Prep classes, College Now courses at Lehman College, and educational trips. Students participate in after school club/activities to enhance their intellectual and social skills (leadership, school newsletter, and team sports), Professional development for teachers to effectively participate in collaboratively team-teaching has been provided on an ongoing bases. Workshops and conferences are also necessary to drive instruction.

Our school funding resources are provided from the following: Chapter 53, Instructional programs, MIS SED FEDERAL GRANT 86, NYSTL, Part 154 LEP, PCEN LEP, Special Needs ERSSA, Special Needs IDEA, Special Needs PCEN, State Magnet, State Magnet, State Standards, Title 1, and Title 3 LEP.

The school works extremely closely with its CBO, the Center for School/College Collaboratives at Lehman College, directed by Dr. Anne Rothstein. The CBO works with the high school in a variety of meaningful ways. They offer credit-bearing courses (either high school or college) to qualified high school students. Lehman faculty provides specialized classes both within the high school and on the Lehman college campus. It is the vision of the CBO to help the high-school students visualize themselves as college students; to that end, the CBO assists with the admissions and financing process for college-bound students.

The CBO also holds the funds allocated to Teaching and the Professions from the New Vision Small School Grant and the 21st Century Grant. These funds are used to support teaching and learning (e.g., a mobile laptop cart with 30 wireless computers, e-Chalk, Learning Centers, after school programs and Professional Development).

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Bronx Health Sciences High School				
District:	11	DBN #:	11X249	School BEDS Code:	3211001249

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> * 9	<input type="radio"/> * 10	<input type="radio"/> * 11	<input type="radio"/> * 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						89%	93%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11						3			
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			306						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes		0	0				
No. in Collaborative Team Teaching (CTT) Classes		15	23	Principal Suspensions		8	
Number all others		2	0	Superintendent Suspensions		1	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes		0	0	Early College HS Participants			
# in Dual Lang. Programs		0	0				
# receiving ESL services only		42		Number of Staff: Includes all full-time staff			
# ELLs with IEPs		10	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		21	21
American Indian or Alaska Native				Percent more than two years teaching in this school		18	18
Black or African American				Percent more than five years teaching anywhere		11	11
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher		16	16
White				Percent core classes taught by "highly			
Multi-racial							

DEMOGRAPHICS							
Male		107		qualified” teachers (NCLB/SED definition)			
Female		246					

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:						
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>					
		Basic	Focused	Comprehensive			
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)				
	ELA:		ELA:				
	Math:		Math:				
	Science:		Grad. Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	A
Overall Score	87.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	44.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

A variety of methods were used to review the school's program and student achievement. The school community analyzed the follow data:

- **Daily report of student's attendance, lateness and LTA.**
- **Regional support for attendance**
- **Cut scan sheets**
- **Classroom performance and Teacher observation.**
- **Teacher generated exams.**
- **Students' transcripts.**
- **School demographic data.**
- **Scholarship Report Summary for each Marking period by Grade.**
- **The Grow School Report.**
- **Scholarship Summary by Course, Department and Teacher.**
- **Princeton Review Assessment for Math and ELA**

During weekly meeting and common planning time, teachers refer to their own data or generated data to gather information to identify specific instructional needs of individual students and discuss academic interventions. Information is disseminated to parents in written documentation; telephone conferences, monthly PA (Parent Associate) and SLT (School Leadership Team) meetings. The principal and guidance counselor participate in conferences to review data, teacher's referrals and academic interventions. Data is available to parents during parent/teacher conference and when requested.

Identified Priorities

An analysis of the finding from quantitative and qualitative data, results in a determination of the following priorities:

- **Improve student attendance, performance in math, literacy and science**
- **Continue to implement the Principal of Learning and the Instructional Programs supported by the Network.**
- **Increase Balance Literacy across the curriculum.**

- **Investigate reading and writing assessments to support teaching and learning in Literacy, listening and writing**
- **Target specific areas to focus on to support teaching and learning.**
- **Ensure that teachers receive professional development in the Math programs with the help of Princeton Review.**
- **Continue to review and analyze data in all subject areas and for all assessments.**
- **Provide ongoing profession development in Rubrics, Looking at Student Work, and the Standards.**
- **Continue to participate in Learning Walks.**
- **Identify students who have an IEP and ESL/ ELL students in need of special services**
- **Hold all constituents accountable.**
- **Provide interventions to support student's academic, social and emotional needs.**
- **Continue to monitor and update Cohort information.**
- **Continue and improve parental involvement.**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Goals and Objectives Template	
<p>Goal 1 -</p> <p>To improve teacher creation and use of action plans.</p>	<p>D To improve teacher creations of action plans that address student needs as well as whole class needs.</p> <p>All teachers, by grade, will participate in the selection of individual and / or groups of students for the development of action plans. The action plans will be informed by the sharing of data, student work, and goals setting for the student(s). Furthermore the action plan will serve as a document that will be used to inform instruction in the classroom, promote student achievement, and support professional development for teachers.</p> <p>your goal.</p> <p>To improve teacher creations of action plans that address student needs as well as whole class needs.</p> <p>All teachers, by grade, will participate in the selection of individual and / or groups of students for the development of action plans. The action plans will be informed by that plan will serve as that will be used to inform instruction in the classroom promote student achievement, and support professional development for teachers.</p>
<p>Measurable Objective</p> <p>Teachers will develop and use action plans.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • Teachers will meet by grade to identify students that are at risk as defined by specific needs (such as but limited to literacy, comprehension, study skills, etc). • Teachers will share and look at student work to gain insight into the student’s performance level (such as identifying patterns, weaknesses, strengths, etc.). • Teachers will discuss individual students and / or groups of students to devise an action plan to target instruction and intervention. • Teachers will periodically (every 2 weeks – 4 weeks) revisit and revise the action plan as agreed based on student work and progress. • Teachers will implement instructional strategies outlined in the action plan in the classroom to help meet student(s) need(s). • Data collected from student work and action plans will illustrate and document student progress.

<p>Action Plan</p> <p>The creation of action plans</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>As part of case conferencing and in support of the school-wide inquiry project teachers will have the opportunity to target individual students as well as clusters of students for diverse intervention. The teachers will meet by grade level to look at student work in the different subject areas and create action plans that are meaningful for the student(s).</p> <p>For this purpose teachers will have access to relevant student data such attendance, report cards, transcripts, Regents scores, IEP's, ESL status, etc.. These will provide diagnostic information necessary to prescribe appropriate steps and strategies in support of the student(s) development.</p> <p>During meetings teachers will follow a protocol [from National School Reform Faculty] to examine student work and develop action plans based on the format from Whole-Faculty Study Group Action Plan. These action plans will then be shared with the teachers and counselors. These will form the framework that will inform instruction in the classroom.</p> <p>*Meetings requiring extended time or alternate days are paid through per-session.</p>
<p>Evidence</p> <p>Action Plans for students</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>a) Use of the LASW (Look at student work) protocol</p> <p>b) Collected sample student work from team meeting (student work kept in folders)</p> <p>c) Development and quality of Action Plans for student(s)</p> <p>d) Observable implementation (strategies in use) between written Action Plan and Classroom Instruction</p>

Goals and Objectives Template	
<p>Goal 2</p> <p>To improve teachers' understanding and use of data in planning instruction.</p>	<p>Describe your goal.</p> <p>To improve teachers' understanding and use of data in planning differentiated instruction. To facilitate this understanding and use of data in planning instruction through the continued use of the Inquiry Project and the development of Action Plans.</p> <p>As such the continued effort for the second year to delve further into our Inquiry Project on "Improving note-taking skills" as well as other associative skills for the target population and all students will remain in place. This effort will still require that:</p> <ul style="list-style-type: none"> - All students have subject specific notebooks and keep notes. - All students take content specific notes that support: content knowledge and academic vocabulary, literacy across the curriculum, and varied study skills. - All students must be evaluated (formally and informally) in order to document needs and progress. <p>This year, in addition, teachers will need to improve their level understanding and use of data. They must probe deeper into the process of gathering and evaluating various forms of data. This analysis will foster the development of more thoughtful action plans</p>

	with strategies that inform differentiated instruction in the classroom.
<p>Measurable Objective</p> <p>Teachers will use various types of resources to inform instruction.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Students (including target population) will:</p> <ul style="list-style-type: none"> • Have subject specific notebooks will content specific notes. • Make use of their notebooks for in class open book assessments. • Make use of their notebooks to study and review material. <p>Teachers will:</p> <ul style="list-style-type: none"> • Meet in teams to share more student work and notebooks • Gather and evaluate different forms of data • Keep folders of student work • Use data analysis to plan classroom instruction for individual students or group • Develop action plans that coordinate student need and classroom instruction • Implement action plans in the classroom • Demonstrate during intervisitations, learning walks, informal, and formal observations the implementation of these plans • Continue to collected data and revise plans in order to document student progress.
<p>Action Plan</p> <p>Targeted use of data to deepen understanding and use by teachers through expansion of the Inquiry Project.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Though we target all students in a school-wide approach to note-taking skills the teachers have identified a new target population (which includes twenty-five 9-12graders). The students possess a greater need for improved note-taking skills and /or associated skills.</p> <p>This year teachers will continue to check notebooks and provide in class assessments directly related to the subject's notes and the presence of students' notebook. Assessments, based on these notes / notebooks, will be given every 1 to 2 weeks in every class by every teacher to all students. This year the assessment will build on skill levels monthly as agreed by teachers. The assessments for all students will be graded and recorded by the teacher.</p> <p>During team meetings teachers will follow a protocol to share note-books, student work, assessments, and pertinent data. This sharing and deeper analysis will lead to the creation of more powerful action plans that inform school-wide instructional goals and differentiated classroom instruction.</p> <p>*Meeting requiring extended time or alternate days are paid through per-session.</p>

Goals and Objectives Template

<p>Goal 3</p> <p>To continue to improve attendance rate.</p>	<p>Describe your goal.</p> <p>To continue to implement and revise strategies to improve student attendance by</p> <ul style="list-style-type: none"> - Targeting intervention for students with unsatisfactory attendance. - Encouraging students with high attendance rate. - Engaging all stakeholders in promoting and encouraging increased attendance. - Creating a student sub-committee to develop strategies to target “attendance challenged” students.
<p>Measurable Objective</p> <p>Continue to improved outreach and attendance rate.</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> • Increased outreach by all stakeholders (inclusive of attendance teacher, guidance, parent coordinator, and all teachers) • Improved attendance rate for targeted students • Formation of a student sub-committee to help address student attendance
<p>Action Plan</p> <p>Continued implementation of attendance outreach strategies.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Our school attendance outreach plan is as follows:</p> <ul style="list-style-type: none"> - Latecomers sign school’s late log and receive passes to class (school aide) - Official attendance taken 3rd period (3rd period teacher) - Attendance taken every period (subject class teacher) - Attendance sheets get scanned (attendance teacher) - Calls are made to the home of absent / late students (attendance teacher, guidance, parent coordinator). Call are logged in the “outreach log” - Attendance reversal for latecomers - List of absent students generated and shared with all teachers. Teachers sign and return sheets for accuracy in their subject class. This identifies: <ol style="list-style-type: none"> a) students who may have cut or left early b) students who may have come in late and not signed in c) students following a different program d) possible errors made by the 3rd period teacher - Attendance reversal as necessary after teacher feedback - All teachers are required to call absent students and keep outreach log - Targeted students in need of attendance intervention must: <ol style="list-style-type: none"> a) have an action plan developed through case conferencing b) have intervention documented in ILOG c) have parent brought in for a conference d) have home visit(s) e) have ACS contacted as needed - Attendance expectations is part of the school contract - Attendance expectations is part of the Parent Handbook - Awards and celebrations for students with excellent attendance - Awards and celebrations for students with improved attendance - Student sub-committee will target between 5-10 “attendance challenged” students - Student sub-committee will plan strategies to encourage “attendance challenged” students

<p>Evidence</p> <p>Students will demonstrate attendance improvement</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> a) ATS attendance reports and data b) School outreach logs c) Case conferences d) Home visits and outreach logs (ILOG) e) Parent Conferences f) Student sub-committee meetings and measurable "attendance challenged" students' progress

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	50	75	70	65	23			
10	20	65	50	50	5			
11	20	60	50	45	8			
12	10	50	30	30	3			

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: PM School After school tutoring	<p>Students are required to attend PM school classes for deficient English credits. These classes are held two days out of the week and continue for the entire semester.</p> <p>Tutoring is available 5 days a week to help support the English curriculum and assist students with research skills and project requirement support.</p> <p>Regents prep is the main focus of the intervention.</p>
Mathematics: PM School After school tutoring	<p>Students are required to attend PM school classes for deficient Math credits. These classes are held two days out of the week and continue for the entire semester.</p> <p>Tutoring is available 5 days a week to help support the Math curriculum and assist students with research skills and project requirement support.</p> <p>Regents prep is the main focus of the intervention.</p>
Science: PM School After school tutoring	<p>Students are required to attend PM school classes for deficient Science credits. These classes are held two days out of the week and continue for the entire semester.</p> <p>Tutoring is available 5 days a week to help support the Science curriculum and assist students with research skills and project requirement support.</p> <p>Regents prep is the main focus of the intervention.</p>
Social Studies: PM School After school tutoring	<p>Students are required to attend PM school classes for deficient Social Studies (Global and US History & Government) credits. These classes are held two days out of the week and continue for the entire semester.</p> <p>Tutoring is available 5 days a week to help support the specific Social Studies curriculum and assist students with research skills and project requirement support.</p> <p>Regents prep is the main focus of the intervention.</p>

<p>At-risk Services Provided by the Guidance Counselor: One-on-One Parent Conferences</p>	<p>One-on-one counseling services are provided for students in danger of failing courses, promotion in doubt and/or students who have been suspended.</p> <p>Parent Conferences are required of all at-risk students.</p> <p>Participate in the assessment of student needs and outcomes.</p> <p>Daily assessment of students' performance.</p> <p>Provide and evaluate essential student support services in both General and Special Education.</p> <p>Increase in-service training and participate in staff development opportunity.</p> <p>Collaborate with the school community on health and counseling services.</p> <p>Provide informational material and organize student enrichment programs.</p> <p>Integrate balance literacy into student services.</p> <p>Review and maintain accurate student records and monitor the Cohorts.</p> <p>Provide a college information center.</p> <p>Maintain an ongoing relationship with parents and the school community.</p> <p>Continue to provide services for Special Education students.</p> <p>Provide after-school programming for Special Education and ELL population</p>
<p>At-risk Services Provided by the School Psychologist:</p>	
<p>At-risk Services Provided by the Social Worker:</p>	

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s): 9-12 Number of Students to be Served: 28 LEP _____ Non-LEP

Number of Teachers: 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

BRONX HEALTH SCIENCES-11X249

PART II: ELL IDENTIFICATION PROCESS (11X149)

- 1. In order to identify ELLs and potential ELLs AT Bronx Health Sciences H.S., the HLIS is given to all students new to the system. This will identify any students eligible for the LAB-R. The HLIS is given to the parents by the Principal and/or Assistant Principal. The initial oral interview is conducted by the administrators and/or guidance counselor. The ESL teacher/coordinator administrates and submits the LAB-R for all eligible students. Anyone who tests in is designated an ELL. Similarly, students who may be ELLs but were never tested are often identified by fellow teachers who have concerns about students. If a student's HLIS indicated that they were eligible to receive services, they are tested. When the NYSESLAT is to be administered, students are scheduled by the Assistant Principal to be in a secure room. The ESL teacher/coordinator administers each component of the test. The Listening, Reading, and Writing tests are administered first, in that sequence, and the Speaking is administered individually, usually before the other three components. A block of two 50-minute periods is reserved for each test, with a third period extension available for those who need to finish.**
- 2. During the initial admission process, parents are interviewed and given the HLIS. If parents indicate a language other than English is spoken at home, they are asked whether they want their child to receive services from an ESL teacher. They are also informed the only option at our school is ESL, and advised to consider a different program if they want bilingual or dual language instruction for their child. The group of students who are eligible and elected to receive services is sorted out within the first four weeks of school.**
- 3. The administrative and office staff work together to ensure the information is sent out based on the list of entitled students. They check off forms as received. If none are received, letters are sent out or parents are called in for a face to face conference.**
- 4. If a student is identified as an ELL, parents are called and informed so. They are told the only program available is ESL, and given the option to keep the child in the ESL program or to look for a program better suited to meet the student's needs and the parents' wishes. We have a bilingual administration and office staff, and several bilingual teachers in the school, so communication is never an issue.**
- 5. Out of surveys reviewed, 80% of parents chose ESL. The other 20% preferred bilingual education, but accepted ESL services since it was the only available option.**
- 6. The freestanding ESL program model is largely aligned with parent requests. Those parents who would prefer another option often decide ESL is an acceptable alternative to bilingual education, due to the high caliber of teachers at Bronx Health Sciences H.S. No parent has elected to have their child removed for bilingual education not being offered.**

PART III-A: PROGRAMMING AND SCHEDULING INFORMATION (11X149)

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PART III-A: PROGRAMMING AND SCHEDULING INFORMATION (11X149)**Instruction**

The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.

The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.

Organization of staff

In our program model of ESL, the content area teachers and ESL teacher work closely together in a collaborative manner to deliver instruction. The students receive the mandated amount of instructional minutes, or more, according to this system. All students receive these services through co-teaching with an ELA teacher, push-in, and pull-out services (as needed).

All content areas are delivered in English with scaffolded instruction with individual adaptations as needed, as well as small group and 1:1 assistance from the ESL teacher. Students also engage in collaborative school wide projects and presentations to enrich academic and communicative acquisition of English.

Differentiated Instruction

A. SIFE students are identified through ATS and given special 1:1 attention, as well as tutoring to assist them in developing their BICS and CALP, as well as encouraged to work in native language study groups. Instruction is scaffolded through more clear instructions and modeling.

B. Newcomers are given small group, 1:1, as well as whole group instruction to assure they receive the mandated hours of service, as well as develop as quickly as possible in their acquisition of English. ELA Regents prep classes are available to help students pass the ELA Regents.

C. Students who have been in ESL for 4-6 years are given small group as well as whole group instruction to assure they receive the mandated hours of service, as well as develop as quickly as possible in transitioning from Intermediate and Advanced levels of English acquisition to proficient. ELA Regents prep classes are also available to help these students pass the ELA Regents.

D. Long-term ELLs are looked at on an individual basis through case conferencing with the ESL teacher and administration to try to help these students develop. Individual NYSESLAT scores are looked at to identify levels of weakness, and plans developed to help those areas become more developed.

E. ELLs with special needs are also looked at on an individual basis through case conferencing with the ESL teacher, special education teacher, and administration to try to help these students develop. Individual NYSESLAT scores are looked at to identify levels of weakness, and plans developed to help those areas become more developed. These students also receive 1:1 instruction and assistance indicated in their IEPs.

In terms of targeting ELLs in the content areas of math, social studies, and other areas, there are services offered ranging from 1:1 tutoring, small group lunchtime tutoring, P.M. school, as well as push-in services from a licensed ESL teacher. These services are offered in English, with L1 scaffolds as needed.

For newly proficient ELLs, they remain in mainstream classes but are closely monitored and offered tutoring and extra help as needed. Open communication about students' individual needs between faculty and staff makes this possible.

For the upcoming school year, new programs being implemented are clubs for students to become part of, such as a chess club and writing club. There are also smaller classes to target students who need extra help.

No services will be discontinued for ELLs.

ELLs are allowed to join all clubs and programs, and take the same classes as mainstreamed students with their mainstream classmates. P.M. school, mentoring, 1:1 tutoring are all offered to help the ELLs progress.

Laptops, a computer lab, projectors, transparencies, adapted texts, and audio tapes are available for ELLs, and are often used in the classrooms.

L1 support is offered through bilingual texts and dictionaries, as well as flexible grouping during projects and classwork.

All services do correspond to ELLs ages and grade level.

There is a summer institute available to all students in the school. This helps prepare the students for the upcoming school year.

Spanish is offered as an elective.

PART III-B: PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF (11X149)

I. The ESL teacher goes to a variety of professional developments offered through Bronx BETAC, and biweekly professional developments for all school faculty.

II. The ESL teacher offers professional development presentations as to differentiated instruction and ways to assist ELLs throughout the content areas. She also describes how to recognize level1-4 students, and how to help each student accordingly.

III. Monthly (occasionally bi-monthly) the ESL teacher will offer mini P.D.s regarding issues ELLs face, and how to best support them.

PART III-C: PARENTAL INVOLVEMENT (11X149)

I. Parents are actively involved in after school meetings, as well as helping with school-wide events such as talent shows. Parents are also invited to help evaluate student projects at our bi-annual science fairs.

II. The school does not currently pair with outside agencies to provide workshop for parents of ELLs.

III. Weekly phone calls to parents and letters home are sent to evaluate parents' needs, and to inform them of their child's progress. Parents are also called in for school meetings to discuss situations and their child's needs.

IV. The above listed activities help keep parents in the loop as to their child's needs and progress, as well as keeps the chain of communication open between administration, staff, parents, and students.

PART V: Reviewing and Analyzing Assessment Data

I. Patterns in NYSESLAT scores reveal reading and writing are the areas students have the most trouble with, while speaking develops more rapidly.

II. Patterns in the different modalities will inform instruction by signaling areas that need to be focused on in class. More writing and reading practice will be emphasized, while encouraging further development of listening and speaking.

III. ESL Program Patterns

A. All students are intermediate or advanced by their sophomore year. The high intermediate and advanced students are faring well in terms of passing Regents. 75% of ELLs taking the Regents in ELA last year passed, and 81% passed the Living Environment Regents. Students taking tests in their home language fare almost equally as well in comparison to those taking the test in English.

B. ELL periodic assessment data are used to help inform instruction, as well as to determine what student needs still must be met.

C. Native language is used to explain concepts not fully understood in English. Periodic Assessments also reveal that our ELLs are developing quite well, matching up to the progress of our mainstream students.

IV. By looking at students' scores on Regents, NYSESLAT, and other standardized tests throughout the year, we are able to evaluate progress of students. We also make adaptations as needed.

Form TIII – A (1)(b)

School: Bronx Health Sciences High School BEDS Code: 3211001249

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session (tutoring, PM school, Regents Prep, clubs)	\$9,000	180 hours of per session for ESL and General Ed teacher to support ELL Students: 180 hours x \$49.89 (current teacher per session rate with fringe = \$8,980.20)
Purchased services - Textbooks, including ESL textbooks specific to the Content Areas	\$5,000	Books on Tape, Recorders, Leveled Books in all subject areas
Supplies and materials - Supplies, including funding for talent shows and other school functions which involve the ELLs	\$2,500	School-wide funding for ELLs.
Travel		
Other: Parent Involvement - Including supplies for school leadership team meetings, learning walks, and orientations involving our students	\$1,500	Including supplies for school leadership team meetings, learning walks, and orientations involving our students
TOTAL	\$18,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.
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.

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.
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.
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	209, 184	142, 714	351, 893
2. Enter the anticipated 1% set-aside for Parent Involvement:	2, 092	1, 427	3, 519
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	4, 081	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20, 919	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____100%____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

NCLB requirement for all Title I schools

Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the

Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy:

I. General Expectations

Bronx Health Sciences HS agrees to implement the following statutory requirements:

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Bronx Health Sciences HS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; adopting and implementing model approaches to improving parental involvement; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.
2. Bronx Health Sciences HS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; adopting and implementing model approaches to improving parental involvement; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.
3. Bronx Health Sciences HS will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; adopting and implementing model approaches to improving parental involvement; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.
4. Bronx Health Sciences HS will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably

available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; adopting and implementing model approaches to improving parental involvement; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Bronx Health Sciences HS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (Bronx Health Sciences HS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators
 - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

III. Discretionary School Parental Involvement Policy Components

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

5. involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
6. providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
7. paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
8. training parents to enhance the involvement of other parents;
9. in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
10. adopting and implementing model approaches to improving parental involvement;
11. developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
12. providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by _____. This policy was adopted by the Bronx Health Sciences High School on 09/01/10 _____ and will be in effect for the period of ___1 year___. The school will distribute this policy to all parents of participating Title I, Part A children on or before ___09/01/10_____.

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitlePIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact:

Bronx Health Sciences, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

Bronx Health Sciences High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: 2 per year-one in November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 6 report cards per year and at least 2 parental conferences per year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Faculty and staff are available all 5 days of the week with or without an appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are permitted to volunteer 5 days per week in the capacity of outreaching to other parents, PTA activities, SLT activities, and helping out with our Student Government.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

						this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			351, 893	x	
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

1. We currently have 5 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

2. Guidance services have been put in place for this population such as preventive services, counseling, after-school accommodations, and home visits done by the attendance teacher.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Health Sciences High School						
District:	11	DBN:	11X249	School		321100011249	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.3	89.4	92.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.0	94.2	89.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.6	77.1	80.2
Grade 8	0	0	0				
Grade 9	142	99	112	Students in Temporary Housing - Total Number:			
Grade 10	86	80	61	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	63	71	80		2	15	12
Grade 12	63	58	54				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	354	308	307	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	13	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	17	13	7
# in Collaborative Team Teaching (CTT) Classes	35	19	27	Superintendent Suspensions	2	1	1
Number all others	0	2	7				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	41	23	TBD				
# ELLs with IEPs	0	1	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	23	22	24
Number of Administrators and Other Professionals	5	7	4
Number of Educational Paraprofessionals	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	10	16	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	43.5	59.1	87.5
				% more than 5 years teaching anywhere	26.1	36.4	45.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	68.0	75.0
American Indian or Alaska Native	1.1	1.3	1.0	% core classes taught by "highly qualified" teachers	82.1	87.0	94.8
Black or African American	48.0	46.4	52.1				
Hispanic or Latino	44.1	43.2	41.0				
Asian or Native Hawaiian/Other Pacific	5.6	5.8	4.9				
White	0.6	0.6	1.0				
Male	30.5	32.8	34.9				
Female	69.5	67.2	65.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	
Ethnicity							

American Indian or Alaska Native							
Black or African American				v	v	-	
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White						-	
Multiracial				-	-	-	
Students with Disabilities						-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				v	v		
Student groups making				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	93.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	56.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9-12 LANGUAGE ALLOCATION POLICY
WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District ESO/District 11	School Bronx Health Sciences H.S.
Principal Miriam Rivas	Assistant Principal Maudi Rodriguez
Coach	Coach
ESL Teacher Angela Bowden	Guidance Counselor Judith Alvarez
Teacher/Subject Area Kibia Meyers/Special Education	Parent Carlene Millwood
Teacher/Subject Area Erica Vargas-Catucci/ELA	Parent Coordinator Carlos Ortiz
Related Service Provider Kibia Meters	SAF Amy Jones
Network Leader Emily Sharrock	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	330	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	6.67%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- 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.

- 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.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0
Freestanding ESL					
Self-Contained	0	0	0	0	0
Push-In/Pull-Out	6	8	2	6	22
Total	6	8	2	6	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	1
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	11

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>						
Dual Language	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>						
ESL	<input type="text" value="7"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="11"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="23"/>
Total	<input type="text" value="7"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="11"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="23"/>

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish	0	0	0	0	0
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0

Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	0	0	0	0	0

Dual Language (ELLs/EPs)										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number)	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	4	3	2	3	12
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	2	0	0	2
Arabic	0	0	0	0	0
Haitian Creole	0	0	0	0	0
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0

Albanian	0	0	0	0	0
Other	2	3	1	3	9
TOTAL	6	8	3	6	23

Programming and Scheduling Information

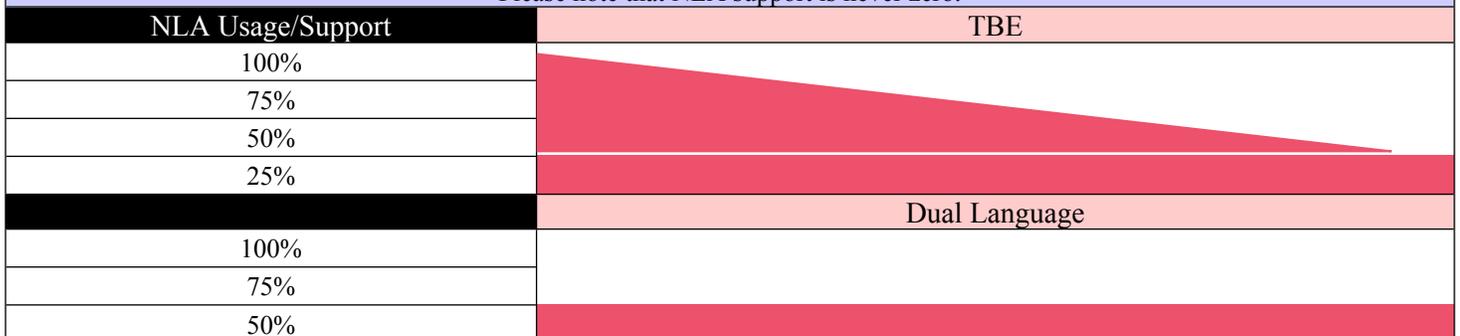
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

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

	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
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 Arts and Native Language Support

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. **OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)**

	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0
Intermediate(I)	4	2	1	5	12
Advanced (A)	2	6	2	1	11
Total Tested	6	8	3	6	23

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0
	I	1	0	0	0
	A	5	9	3	5
READING/WRITING	B	0	0	0	0
	I	5	2	1	5
	A	1	6	2	1

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8	0	6	0
Math A				
Math B				
Integrated Algebra				
Integrated Geometry				
Biology				
Chemistry				
Earth Science				
Living Environment	7	9	6	7
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0
Other				
Other				

NATIVE LANGUAGE READING TESTS

	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

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

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maudi Rodriguez	Assistant Principal		
Carlos Ortiz	Parent Coordinator		
Angela Bowden	ESL Teacher		
Carlene Millwood	Parent		
Erica Vargas-Catucci, ELA	Teacher/Subject Area		
Kibia Meyers, Special Ed.	Teacher/Subject Area		
	Coach		
	Coach		

Judith Alvarez	Guidance Counselor		
Amy Jones	School Achievement Facilitator		
Emily Sharrock	Network Leader		
	Other		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	