



**THE BRONX ACADEMY OF HEALTH CAREERS
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 11X290
ADDRESS: 800 E. GUN HILL ROAD
TELEPHONE: 718-696-3340
FAX: 718- 696-3380**

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SECTION I: SCHOOL INFORMATION PAGE

**BRONX
ACADEMY OF
HEALTH
CAREERS**

SCHOOL NUMBER: 11X290

SCHOOL ADDRESS: 800 E. Gun Hill Road, Bronx, NY 10467

SCHOOL TELEPHONE: 718- 696-3340 **FAX:** 718-696-3380

SCHOOL CONTACT PERSON: Marvia Lindsay **MLINDS@SCHOOLS.NY**
c.GOV

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharon Marsh

PRINCIPAL: Marvia Lindsay

UFT CHAPTER LEADER: Arlene McNeal

PARENTS' ASSOCIATION PRESIDENT: Jean Larmond

STUDENT REPRESENTATIVE: Brittney Reid
(Required for high schools) Kada Joseph

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 562

NETWORK LEADER: Carol Gambino

SUPERINTENDENT: Geraldine Taylor-Brown

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 |
|------------------------------|--|-----------|
| Marvia Lindsay | *Principal or Designee | |
| Arlene McNeal | *UFT Chapter Chairperson or Designee | |
| Jean Larmond | *PA/PTA President or Designated Co-President | |
| Olive Laidford | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Raymond Boothe | DC 37 Representative, if applicable | |
| Kada Joseph Brittney Reid | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Jude Adeniji | Member/Teacher | |
| Sharon Samuel | Member/Paraprofessional | |
| Sharon Marsh | Member/Parent | |
| Sharon Colquhoun | Member/Parent | |
| Marva Grose | Member/Parent | |
| | Member/ | |
| | Member/ | |

(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.

The Bronx Academy of Health Careers is a small high school of 478 students located in the Evander Childs Campus at 800 East Gunhill Road in the Bronx. We expose our students to various health professions and familiarize them with the work environment, as they work towards a high school diploma. Currently we have a total of 455, from grade 9-12. Our students are varied in their educational needs, therefore in addition to the regular education classes, we also offer self contained Special Education classes, collaborative team teaching classes, and English as a Second Language (ESL) classes. Our student population consists of students born in the USA and immigrants from Latin America, the Caribbean, Africa, Asia, and Europe. Students wear a uniform dress code.

Our school day starts at 8:25AM and ends at 4:15PM. During the last hour we provide tutoring and academic intervention to students who need assistance. Throughout their stay in high school students are provided with the classes they need to succeed, such as support classes for courses like Integrated Algebra, Global and U.S. History which end in a Regents examination. In addition to the required subjects, students also take many science electives which are related to the health professions, such as Chemistry, Physics, Anatomy and Physiology, Nutrition, Pharmacology, Forensics and Genetics in keeping with our purpose of familiarizing students with courses they might be expected to take in college if they choose to pursue the health professions.

At The Bronx Academy of Health Careers we focus on the use of data to improve all aspects of the school. Teachers are trained to use data to assist them in identifying students' needs and in providing differentiated instruction to effectively promote student progress. Teachers work in teams to conduct inquiry into the needs of our students, and plan and carry out interventions to ensure student progress. We provide academic intervention services in the form of tutoring, Saturday make-up classes, PM school, and credit recovery for students who need it. We also provide SAT preparation, career and college planning classes. Our guidance counselors assist our students to maneuver through the college application process, and all students who graduate from our school are accepted into a two or four year college, or into the Armed Forces.

Our students participate in extracurricular activities such as clubs and sports. Students are encouraged, and we provide opportunities for them to volunteer in their community, shadow health professionals and participate in internships at a variety of health institutions. They are also encouraged to participate in the College Now programs to earn college credits while in high school. We have partnerships with various community based organizations and collaborate with the Bronx Community College, Lehman College, and Monroe College to support us in this mission.

Parents are considered key partners in the education of their children, and our school continuously keeps them informed about their children's progress through a monthly newsletter, letters, flyers and frequent phone messages. They participate in the School Leadership Team as well as the Parent Association.

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: | | | | | |
| District: | 11 | DBN #: | 11X290 | School BEDS Code: | 321100011290 |

| DEMOGRAPHICS | | | | | | | | | |
|--|--------------------------------|---------------------------------------|--|---|--|--|----------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 | <input checked="" type="checkbox"/> 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 | | | | | 83.2 | 83.5 | 86.5 | | |
| Kindergarten | | | | | | | | | |
| Grade 1 | | | | | | | | | |
| Student Stability: % of Enrollment | | | | | | | | | |
| Grade 2 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | | | | 91.9 | 93.5 | TBD | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | | | | | | |
| Poverty Rate: % of Enrollment | | | | | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | 69.5 | 69.7 | 80.6 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | 178 | 193 | 157 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 136 | 148 | 151 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 75 | 76 | 96 | | 4 | 29 | TBD | | |
| Grade 12 | 54 | 66 | 62 | | | | | | |
| Ungraded | | | 1 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 443 | 483 | 467 | | 4 | 4 | 1 | | |
| 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 | | |
| Number in Self-Contained Classes | 13 | 25 | 30 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 21 | 23 | 24 | Principal Suspensions | 21 | 23 | TBD | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| Number all others | 19 | 26 | 21 | Superintendent Suspensions | 6 | 10 | TBD |
| <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) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | CTE Program Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # receiving ESL services only | 27 | 32 | 32 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 1 | 1 | 9 | (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 | 28 | 29 | 28 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 7 | 8 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 1 | 2 | 2 |
| | 22 | 34 | TBD | | | | |
| | | | | 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 | 100 | 100 | TBD |
| American Indian or Alaska Native | 0.4 | 0.8 | 1.3 | Percent more than two years teaching in this school | 41.4 | 63.3 | TBD |
| Black or African American | 51.0 | 53.2 | 49.9 | Percent more than five years teaching anywhere | 65.5 | 73.3 | TBD |
| Hispanic or Latino | 44.0 | 40.4 | 42.6 | Percent Masters Degree or higher | 76.0 | 83.0 | TBD |
| Asian or Native Hawaiian/Other Pacific Isl. | 3.4 | 3.3 | 3.4 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 88.2 | 86.9 | TBD |
| White | 1.1 | 1.7 | 1.7 | | | | |
| Multi-racial | | | | | | | |
| Male | 25.3 | 26.7 | 27.6 | | | | |
| Female | 74.7 | 73.3 | 72.4 | | | | |

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

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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 | | | | ✓ | ✓ | | |
| Hispanic or Latino | | | | ✓ | ✓sh | | |
| 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 | | | | 4 | 4 | 1 | |

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: | n/a |
| Overall Score | 76.9 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | n/a |
| School Environment (Comprises 15% of the Overall Score) | 9.4 | Quality Statement 2: Plan and Set Goals | n/a |
| School Performance (Comprises 25% of the Overall Score) | 20.5 | Quality Statement 3: Align Instructional Strategy to Goals | n/a |
| Student Progress (Comprises 60% of the Overall Score) | 38.0 | Quality Statement 4: Align Capacity Building to Goals | n/a |
| Additional Credit | 9.0 | Quality Statement 5: Monitor and Revise | n/a |
| <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?
-

Traditionally one of our school's strengths lies in getting the students who enter with low reading skills to graduate within four years. We also have a high rate of students passing the Math, Living Environment and English Regents examinations in one or two attempts. We accomplish this by offering the Math and Science examinations in the early grades and by placing strong effective teachers at that level. Until the budget cuts of this year we provided a Reading course in grade 9, which helped improve the reading level of the freshmen and provided reinforcement for the skills and concepts taught in the Living Environment, English and Social Studies Regents exams.

We also provide the students with concurrent skills- building classes throughout the four years, so that they are able to pass the Regents exams in a timely manner. By the time they get to grade 12 the majority of the cohort, including many who entered the high school with the lowest reading levels, have improved significantly to the point where they earn a Regents diploma.

We also provide our high achievers with the opportunity to earn college credits in grade 11 and 12 by participating in the College Now programs at neighboring colleges.

The positive trends observed are:

- Our English language learners are showing increased progress; many of those students who took the NYSESLAT exam passed while others moved up one level.
- Special education students are accumulating more credits
- More students are passing their classes and increasing their rate of credit accumulation
- More students are getting on the honor roll
- Students are beginning to pass the Social Studies Regents examinations at an improved rate
- Many students who enter at a low functioning level graduate on time, some graduating with a Regents diploma.

The negative trends observed are:

- The number of students who passed the Living Environment Regents decreased
- The graduation rate remains below 80%, even though it has shown improvement

One of the greatest accomplishments of our school is the fact that we assist the students onto the next step of their lives. All of our graduates are accepted into either a two or four year college or other institutions like the Armed Forces before they leave our school. Many are the first in their families to go to college. They go to school to study to become nurses, medical receptionists, respiratory

therapists, engineers, doctors, teachers, forensic scientists, nutritionists, police officers and so on. Many return to visit us and inform us of their progress. The feedback they provide to us is that they benefited from the science courses offered here and the rigor of their grade 12 English course which we developed to be at the college introductory level. They feel that these courses help them to succeed in college.

The barriers to student success and the school's improvement continue to be:

- Lack of consistency in student attendance
- Incompetence of some teachers
- Insufficient funds for hiring the staff needed
- Family problems experienced by so many of our students

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.

1. In order to achieve the NYSED goal of graduating 80% of the 2013 Cohort by 2013, we have set the goal of getting 85% or more of that cohort to be promoted to grade 11 by August 2011.
2. This year our data showed that the percentage of students who passed the Living Environment Regents decreased. This concerns us and we will focus on improving the situation. Our goal is to increase the number of students who pass the LE Regents so that 70% or more pass with 65% or greater by August 2011.
3. By August 2011 we will increase the number of Special Education students who graduate with a local diploma by 10% or greater.

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): Promotion rate for Cohort 2013 students

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By August 2011, 85% or more of our Cohort 2013 students will be promoted to grade 11.</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>The realization of this goal is dependent on its acceptance by everyone, the students, teachers, parents and administrators. Therefore we will hold meetings with all parties involved, separately and together. It will be the main goal of the grade 10 Inquiry team, which will consist of a guidance counselor, grade 10 teachers, Parent coordinator, and Assistant Principal. The team will meet twice per week to devise strategies, and assess progress.</p> <ul style="list-style-type: none"> • At the weekly meetings the grade level intervention team will identify the students at risk for failing and will devise interventions to provide tutoring, mentoring, parental conferencing, positive and/or negative reinforcements • Special focus will be placed on students in the lowest 3rd, Special Ed and ELL students • Students and parents will be taught how to read the transcripts • Credit recovery will be provided for those who fail • Town Hall meetings will feature motivational speakers • Mental health interventions will be provided to students who require them • Mentoring will be provided to students at risk • Ceremonies will be held at the end of each marking period to celebrate success and improvement <p>The Team Leader will be responsible for the coordination of the team’s activities and will be supervised by the Assistant Principal who in turn is supervised by the Principal. By February 2011, 75% has earned 6 or more credits for the semester including 1 History and 1 ELA By June 2011, 75% of the Cohort has earned a total of 12 credits including 2 ELA and 2</p> |

| | |
|--|--|
| | History credits, for the school year. By August 2011 at least 85% of the Cohort will be promoted to grade 11. |
| Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i> | Teachers will be paid per session hours for credit recovering and tutoring Title 1 funds will be used for payment for per session Title 1 will be used for payment for food, personnel and materials used in the celebrations Title III will be used to provide intervention for ELL students |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | By October the grade 10 inquiry team has identified students at risk for failure and developed interventions There are ongoing weekly grade level conferences focused on the progress of the students who are at risk for failure The end of marking period reports will be the data used to assess progress At least 85% of the students are passing at least 6 of their classes |

Subject/Area (where relevant): Living Environment

| | |
|--|--|
| Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i> | By August 2011, 70% or more of the students who take the Living Environment Regents will pass it with 65% or greater. |
| Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i> | The realization of this goal is dependent on its acceptance by everyone, the students, teachers, parents and administrators. Therefore we will hold meetings with all parties involved, separately and together. It will be one of the main goals of the grade 9 Inquiry team, which will consist of a guidance counselor, grade 9 teachers, Parent coordinator, and Assistant Principal. The team will meet twice per week to devise strategies, and assess progress. <ul style="list-style-type: none"> At the weekly meetings the team will identify the students at risk for failing and will devise a plan of action to provide tutoring, mentoring, parental conferencing, positive |

| | |
|---|--|
| | <p>and/or negative reinforcements</p> <ul style="list-style-type: none"> • Special focus will be placed on students in the lowest 3rd, Special Ed and ELL students • The results of the last 3 Regents exams will be analyzed to assess our students weaknesses and strengths • Professional development will be provided to the LE teacher in how to address the weaknesses seen • Regents questions will be used in Do Nows, formative and summative assessments • Tutoring will be provided for those who fail the recitation class • Opportunities for make up labs will be provided and lab completion monitored • English teachers will teach Living Environment vocabulary and use informational material from the curriculum to teach reading and comprehension skills • Assessments will be frequent. There will be end of unit tests, end of marking period tests, and end of semester tests. There will also be lab tests and 2 Mock Regents exams which will be given in May. • The data from each progress report, marking period, and end of semester will be analyzed for progress or lack of it • Mentoring will be provided to students at risk • Awards will be provided at the end of each marking period to celebrate success and improvement <p>The Team Leader will be responsible for the coordination of the team's activities and will be supervised by the Assistant Principal who in turn is supervised by the Principal.</p> <p>June 2010: Regents exam and student results analyzed</p> <p>Sept. 2010: PD provided to LE teachers re student engagement, and LE lab completion</p> <p>Inquiry team identifies struggling students and determine intervention; tutoring starts</p> <p>Interim assessments end of each Marking period...</p> <p>January 2011: 80% students completed all labs and passed LE class</p> <p>May 2011: 75% passed the mock Regents and completed all labs satisfactorily</p> <p>June 2011: 65% of the students has passed the LE Regents exam</p> <p>August 2011: 70% of the students passed the LE Regents exam.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p> | <p>Teachers will be paid per session hours for credit recovering, make up labs and tutoring</p> <p>Title 1 funds will be used for payment for per session</p> <p>Title III will be used to provide intervention for ELL students</p> |

| | |
|--|---|
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>At least seventy percent of the students are passing the LE classes as shown in data from a review of the progress reports ...Every 3 weeks At least seventy percent of the students are passing the Regents aligned exams at the end of each unit ...Every 2 weeks At least 70% are passing their LE recitation class and lab at the end of the semester by Feb and June 2011</p> |
|--|---|

Subject/Area (where relevant): Special Education students earn local diplomas

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By August 2011, the number of Special Education students who graduate with a local diploma will increase by 10%</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>The realization of this goal is dependent on its acceptance by everyone, the students, teachers, parents and administrators. Therefore we will hold meetings with all parties involved, separately and together. It will be the main goal of the Special Education Inquiry team, which will consist of a guidance counselor, Special Education teachers, Parent coordinator, and Assistant Principal. The team will meet twice per week to devise strategies, and assess progress.</p> <ul style="list-style-type: none"> • At the weekly meetings the team will identify the students at risk for failing and will devise a plan of action to provide tutoring, mentoring, parental conferencing, positive and/or negative reinforcements • Academic interventions such as after school tutoring, and a Reading class will be provided for those at risk for failure • RCT and Regents prep classes will be provided • Professional development will be provided for teachers to use the goals of the IEP to facilitate student success • Teachers will be trained in the use of technology to engage students • Mental health interventions will be provided to students who require them • Mentoring will be provided to students at risk • Ceremonies, trips will be held at the end of each marking period to celebrate success and improvement <p>The Team Leader will be responsible for the coordination of the team’s activities and will be supervised by the Assistant Principal who in turn is supervised by the Principal.</p> <p>September 2010: Tutoring starts, PD provided in the use of the IEPs and technology, Biweekly assessments and analysis of data End of each Marking period...Award ceremonies, trips</p> <p>October 2010 Referrals to mentoring, mental health counseling if needed</p> <p>January 2011 30% of those with remaining exams take the RCT or Regents exams and pass them</p> <p>June 2011 30% of those with remaining exams take the RCT, Regents exams and pass them</p> |

| | |
|---|---|
| | <p>August 2011 The number of Special education students graduating with a local diploma is 10% greater than last year</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p> | <p>Teachers will be paid per session hours for RCT and Regents prep and tutoring Title 1 funds will be used for payment for per session Title 1 will be used for payment for food, personnel, trips and materials used in the celebrations Title III will be used to provide intervention for ELL students</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Daily: Teachers are teaching the concepts and skills needed for success in the RCT/Regents Weekly: The Special Ed team and the grade level team will discuss the progress of the Special education students in their weekly meetings Monthly: The Progress reports will be the data used to assess progress Students are being given interventions to remediate their weaknesses Each semester: At least 70% of the students are passing at least 6 of their classes End of semester: At least 30% of the students are passing their RCT and/or Regents</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 | 5 | 126 | 11 | 126 | 8 | | 40 | |
| 10 | 15 | 36 | 64 | 157 | 13 | | 9 | |
| 11 | 23 | 20 | 35 | 95 | 5 | | | |
| 12 | 16 | 11 | 16 | 28 | 4 | | | |

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: | All students, regular education (including the English as a second language) and special education, are offered one to one and or small group tutoring after school and on Saturdays. Special Education students receive one to one tutoring during SETSS classes, where the teacher uses the Starting Over strategies for reading. |
| Mathematics: | Students get one to one and small group tutoring after school and on Saturdays. |
| Science: | Students get one to one and small group tutoring after school and on Saturdays |
| Social Studies: | Students get one to one and small group tutoring after school and on Saturdays |
| At-risk Services Provided by the Guidance Counselor: | Students get one to one and small group counseling by the guidance counselors in our school during the day. |
| At-risk Services Provided by the School Psychologist: | Students get one to one counseling by the psychologist and psychiatrist in the FEGS and Montefiore clinics within our school. |
| At-risk Services Provided by the Social Worker: | Students get one to one and small group counseling by the social worker in our school and the social workers in FEGS mental health clinic within our campus during the day. They also attend FEGS clinics off campus after school. |
| At-risk Health-related Services: | Our students receive immunization, assistance with respiratory ailments such as asthma, help with reproductive concerns such as STDs and pregnancy from the Montefiore clinic on our campus. They also receive condoms and information regarding their use from the school aide. |

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 (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9, 10, 11, 12 Number of Students to be Served: 33 LEP Non-LEP

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

The Bronx Academy of Health Careers will offer an English Language Learner (ELL) after-school and Saturday Academy for our ELL population. All 33 of our ELL students, grades 9 through 12, will be invited and encouraged to attend. The after-school program is a year-long program. The Saturday Academy will run from September 2009 through May 2009 during the hours of 9:00 a.m. – 11:00 p.m. and will include two sessions: Session A from 9:00 a.m. – 11 p.m. and Session B from 11:00 a.m. – 1:00 p.m. Classes offered are Intensive ESL, mathematics and science. The service providers are all fully licensed in their respective content areas. The instructional mode will be a team-teaching approach; the ESL teacher and the science teacher with form a team in Session A and the ESL teacher and math teacher in Session B. All our ELL students are programmed for both sessions.

Attanasio & Associates’ *Getting Ready for the English Regents Essays* and *Getting Ready for the NYSESLAT and Beyond* will be used for the ESL component of our after-school and Saturday Academy. We have purchased 1 class pack of each series. The former instructional materials are
TEMPLATE - MAY 2010

designed specifically for high school ELLs and focus on developing reading, writing, listening skills for Regents essays and the latter for developing these three skills as well as speaking for high school students. For the after-school ESL program we will purchase Attanasio & Associates' reading collection for struggling readers which consists of 18 science books and 18 social studies books. Additionally we will purchase their SIFE classroom libraries in global studies (80 books), American history and government (88 books), and life and physical science (84 books).

On February 1, 2010 on the Chancellor's Conference Day for Staff Development, the ESL, math and science teacher will participate in a 3-hour break-off study group to discuss issues related to the ELL Saturday Academy. Specifically they will discuss the Spring 2009 NYSESLAT results and the instructional materials purchased for both the after-school and Saturday Academy. A representative from Attanasio & Associates will be invited to this study group to provide instructions relating to the use of these materials.

At the culmination of our Saturday Academy, the parents of our ELL students will be invited in to share light refreshments and to hear reflections on the program.

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.

Our staff will participate in both on-and off-site staff development throughout the school year that include the State learning standards, technology, and high impact differentiated and academic language development strategies. ELL-related off-site staff development will be provided through the Bilingual Education Technical Assistance Center (BETAC). On-site staff development will be provided by our in-house ESL consultant.

ELL-related topics planned for the 2009-2010 school year include:

- Understanding & Using the ESL Standards
- Understanding & Articulating the Language Allocation Policy
- ESL Methodologies & Strategies
- Preparing for the NYSESLAT
- Project-Based Learning
- Using Data to Inform Instruction
- Using Language Learning Technology in the Classroom

Form TIII – A (1)(b)

School: The Bronx Academy of Health Careers

BEDS Code: _____

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

| Allocation Amount: \$15,000 | | |
|--|---|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem | \$10,000 | 100 hours of per session for 1 ESL and 50 hours each for 1 math and 1 science teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00 or \$10,000.00. |
| Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$ 658 1,048 1,075 995 995 229 | Getting Ready for the NYSESLAT – Class Pack (30) & TM Getting Ready for the English Regents Essays – Class Pack (35 Student Books & 1 Free TM) <u>SIFE Classroom Libraries:</u> Global Studies Curriculum - Package total of 88 books American History, Government & Symbols - Package total of 88 books Life & Physical Science – Package total of 88 books Upper Grade Struggling Reader Collection – 18 Science books and 18 Social Studies books. |
| | | |
| TOTAL | \$15,000 | |

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.**

The data used to assess our school's written translation and oral interpretation needs was taken from the Demographics and Accountability section of our Comprehensive Educational Plan, Home Language Identification Surveys and the RLAT, report of students eligible for the NYSESLAT to determine the language background of our students.

- 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.**

Our findings indicate that the following languages are spoken by our ELL students: Fulani, Mandingo, Spanish, Twi, French, French-Haitian, Urdu and Russian. The school community was informed of these findings at our first school-wide professional development in September 2009. At this meeting the Chancellor's regulations on translations and oral interpretations were discussed. A survey was made of the staff members who spoke any of the languages spoken by our ELLs and we discussed how they can be a resource for both our ELLs and their parents.

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.**

We utilize the parent brochures in the 9 covered languages as well as notifications to parents of ELLs in 13 languages including the 9 covered languages posted on the NYCDOE website. For other critical information regarding their children's education, we will utilize the services of the Translation and Interpretation Unit for translation. We will also use staff members who speak any of the languages spoken by our students.

- 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.**

For oral translations we will utilize the services of our staff members who speak any of the languages spoken by our parents. Additionally we will advise students to inform their parents to bring an adult companion or relative to assist them at school meetings. When available, we will request the Translation and Interpretation Unit to give us assistance by phone.

- 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>.**

In accordance with the Chancellor's Regulations A-663, we will take the following steps:

- Determine within 30 days of all students' enrollment the primary home language and whether parents require translation and interpretation assistance.
- Maintain in ATS and the student emergency card the primary language of each parent.
- Provide translation and interpretation services to all parents who require this service.
- Our school's CEP will address our language assistance needs as outlined by the Chancellor's Regulations A-663.
- Utilize the services of the Translation and Interpretation Unit for critical communications to parents regarding their child's education.
- Provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information as outlined in the Chancellor's Regulations
- Provide each parent whose primary language is a covered language with a copy of the Bill of Parent Rights and Regulations.
- Post near the main office a sign in each of the covered languages, indicating the availability of interpretation services.
- Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office because of language barriers.

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: | 311,649 | 214,082 | |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 3116 | 2140 | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 15582.45 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 31164.9 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 75
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.

One of the teacher who is teachers who teach English has a license in Reading. She will be recommended to apply for an English license.

* 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**.

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.

THE BRONX ACADEMY OF HEALTH CAREERS

SCHOOL PARENTAL INVOLVEMENT POLICY

The Bronx Academy of Health Careers agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Education Act (ESEA) in consultation with parents of participating children.
- In carrying out Title 1 parent involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities and parents of migratory students.
- The school will involve the parents of children served in Title 1, in decisions about how the Title 1, Part A funds reserved for parental involvement is spent.

The Bronx Academy of Health Careers will take the following actions to involve parents in the joint development of the District Parental Involvement plan.

- Inform parents of the time and place of the District's meetings as soon as they become known to the school, by sending the information home with the children.
- Use the Parent Association outreach to inform parents of these meetings.
- Encourage the attendance of the PA president or designee to these meetings.

The Bronx Academy of Health Careers will involve parents in the process of school review and improvement by:

- Announcements through parent newsletter

- Encouraging their participation at School Leadership and PA meetings
- Surveys/Interviews
- Discussion and Analysis of student data
- Discussion and analysis of the Progress report and Quality Review

The Bronx Academy of Health Careers will coordinate and integrate parental involvement strategies in Title 1 under the following programs:

- After School Tutorials
- Parent workshops

The Bronx Academy of Health Careers 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 the quality of its Title 1 program.

- Conduct needs assessment
- Identifying barriers to greater participation
- Identify factors that resulted in greater parental participation

The Bronx Academy of Health Careers will take the following actions to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Academic intervention programs and encourage parents' participation in the use of parent resource centers by:

- Encouraging parent participation
- Encouraging parents to volunteer
- Encouraging visits to observe the programs of the school
- Informing parents of activities by newsletter, phone messenger or by student

The Bronx Academy of Health Careers will ensure the following:

- That information is sent out regarding the school and parent programs, meetings and other activities.
- That the information is sent to parents of Title 1 participating children in an understandable and uniform format and to the extent practical in a language which parents can understand and use.
- Information is sent via newsletter, phone messenger or student.
- Information is disseminated at PA or other monthly meetings.

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.

SCHOOL-PARENT COMPACT

School Responsibilities:

The Bronx Academy of Health Careers 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:
 - Hire licensed teachers wherever possible
 - Provide longer periods for the core subject areas
 - Provide tutoring for areas of weakness
 - Provide a guidance counselor for student support
 - Provide professional development for new and inexperienced teachers
2. Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:
 - At least once per semester
 - Whenever the child is at risk for failure
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - At the end of each marking period
 - Report cards will be sent home by mail
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - By appointments for phone interviews, visits by attendance teacher, or visits to the school
5. Provide parents opportunities to volunteer and participate in their child's class, and to

observe classroom activities as follow:

- Any day with an appointment, with prior knowledge and approval of the Principal
 - As chaperones on trips, at school dances and other school activities as approved by Principal.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely way.
 7. Provide information to parents of participating students in an understandable and uniform format including alternative formats upon requests from parents with disabilities, and to the extent practical in a language that parents can understand.
 8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs and to explain the Title 1, Part A programs and to explain the Title 1, Part A requirements and the right of parents to be involved in Title 1, Part A programs.
 9. Provide to parents of participating children information in a timely manner about Title 1, 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.
 10. 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.
 11. Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified."

Parent Responsibilities:

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

1. Supporting my child's learning by making education a priority in our home by:
 - By making sure my child is on time and prepared everyday for school
 - Monitoring attendance
 - Talking with my child about his/her school activities everyday
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television my children watch

2. Volunteering in my child's classroom
3. Participating as appropriate in decisions relating to my children's education
4. Promoting positive use of my child's extracurricular time
5. Participating in school activities on a regular basis
6. 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
7. Reading together with my child everyday
8. Providing my child with a library card
9. Communicating positive values and character traits, such as respect, hard work and responsibility
10. Respecting the cultural differences of others
11. Helping my child accept consequences for negative behavior
12. Being aware of and following the rules and regulations of the school and district
13. Supporting the school's discipline policy
14. Express high expectations and offer praise and encouragement for achievement

Students' Responsibilities:

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

1. Come to school ready to do our best and be the best
2. Come to school with all the necessary tools of learning, such as, pens, pencils, books, etc.
3. Listen and follow directions
4. Participate in class discussions and activities
5. Be honest and respect the rights of others
6. Follow the school's /class' rules of conduct
7. Follow the school's dress code
8. Ask for help when we don't understand
9. Do our homework every day and ask for help when we need to
10. Study for tests and assignments
11. Read at least 30 minutes every day outside of school time
12. Read at home with our parents
13. Get adequate rest every night
14. Use the library to get information and to find books that we enjoy reading
15. Immediately, give to our parents or to the adult who is responsible for our welfare, all notices and information we receive from school.

Student Signature _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

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.

There will be weekly grade level inquiry teams whose main purpose will be to examine the various types of data available to us regarding our students' progress. We will examine the data from the past year as reflected in the school's Progress report and the school's scholarship reports as they describe the following: student promotion rate, quality of work done by the students in class and in the Regents, passing rate for the Regents examinations, and the graduation rate. We will also examine the progress made by the various sub-groups included in the NCLB. In addition, we will examine the number and type of incidents which occurred last year. Finally the School Leadership team will conduct a Learning Walk to assess the academic, social and physical environment of the school.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The school will continue to utilize a SBO to create Inquiry teams made up of grade level teachers, who meet weekly to discuss the students who are at risk for failure and plan interventions for addressing the problems. These weekly meetings help teachers to identify the students who are off-track and help them to develop common strategies for remediation. They also use the time to conference with the students and their parents and make recommendations for improvement.

Our ninth grade students will continue to take a Reading assessment upon entering the school. In previous years, the results of this test have shown that most students enter our school with weak vocabulary and reading comprehension skills. We will therefore continue to make every effort to improve vocabulary and reading comprehension skills across the content areas, so that our students will pass their classes, the Regents exams and be promoted in a timely manner. Tutoring and credit recovery classes will be provided to help students meet and maintain or surpass the levels of proficiency required.

Additionally, we will align the English and Math curricula with the Common Core Standards so that what is taught in the classroom meets the expectation of these National Standards, a consequence of which should be improved student outcomes.

We will continue to encourage more students to make the honor roll, post the names of those who make the list and conduct a public ceremony celebrating their induction into the National Honor Society. We will continue to recruit more juniors and seniors to attend the College Now program at neighboring colleges so they can familiarize themselves with the college environment and earn college credits while in high school.

- 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.

We know, and the research shows, that students do well when they have more time on task. Therefore we will continue to provide longer periods for all classes, after school tutoring, Saturday classes and summer school so that the students receive additional time to learn the concepts they need. ESL students and Special needs students will be encouraged to attend these programs. In addition, teachers will provide differentiation in instruction according to the needs of the students.

Students in grade 9 and 11 will continue to receive classes in career awareness and grade 12 will continue to receive a class in college planning and career awareness. We will continue to bring in professionals to speak to our students not only on Career Day but throughout the year.

Grade 11 students will be provided with SAT prep classes so they can be prepared to do well on the examination and make themselves more eligible for admission into 4 year colleges. Teachers will be provided with professional development in the differentiation of instruction in order to appropriately address the needs of all students.

We will continue to refer students who are at risk for failure to counseling with our guidance counselors, and social workers.

3. Instruction by highly qualified staff.

Every effort will be used to hire staff who are fully licensed in the subject area they teach.

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.

Professional development will be provided to all teachers and paraprofessionals in classroom management, strategies to improve vocabulary and reading comprehension, assessment, differentiation, cooperative learning and strategies to improve achievement in all students including the ELL and Special Education population. Professional development will also be provided for teachers to better teach literacy across the content areas.

We will offer workshops to parents in the reading of transcripts, college planning and applying for financial aid.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Administration will visit the DOE's job fairs, the SSO's website and reach out to colleges in order to find highly qualified teachers for our students.

6. Strategies to increase parental involvement through means such as family literacy services.

We will offer workshops to assist parents in working effectively with their adolescent children. Workshops will also be provided in the college application process and financial aid.

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.

The school utilizes the Scantron assessment provided by the Dept. of Education to evaluate students' reading and math levels throughout the school year. We also provide databases of Regents type questions for the teachers to use in assessing student progress. Teachers will continue to meet weekly in their content areas and share the strategies they use to assess the students and the data that result from this. They will also discuss strategies for remediating the weaknesses of individual students as observed in the data and make recommendations for changes to the curriculum and/or assessment tool if necessary. They will also continue to participate in grade level meetings and analyze the data resulting from their assessments as done in the content area meetings. Teachers will share how they use the data from these assessments to improve student achievement. They will also be asked to make recommendations for changes they wish to see implemented.

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.

Teachers will conduct formative assessments daily and remediate as needed. They will then give students who have failed an opportunity to be retested on the same concepts. If budget permits, students will be given progress reports at the end of every three weeks to make them and their parents aware of their progress or lack of it. All students on the same grade will also be given interim assessments every marking period. These will be common assessments, based upon the standards set by NYS and the curriculum, and they will be set by the lead teacher with input from the content area teachers. This will assist us in identifying the classes and students who are not meeting the standards. Students will then be given remediation in the areas of weakness. All students will be encouraged to attend tutoring and Saturday classes if they show a risk of failure.

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.

We will continue to provide our students with classes in Pregnancy prevention and conflict resolution. We will continue to offer a class in career and job exploration.

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,</i> | Program Funds Are “Conceptually” ¹ Consolidated | Amount Contributed to Schoolwide Pool | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

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:

| | or Local) | in the Schoolwide Program (✓) | | | (Refer to Galaxy for FY'11 school allocation amounts) | each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|-----------|----------------------------------|----|-----|--|--|----------------------------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | ✓ | | | 311,649 | ✓ | 13,14,15,17,18,21,22,25,28 |
| Title I, Part A (ARRA) | Federal | | | | 214,082 | ✓ | 13,14,15,17,18,21,22,25,28 |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | ✓ | | | 2,583,733 | ✓ | 13,14,15,17,18,21,22,25,28 |

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;

-
- **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.

- 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.)

8 students are currently in temporary housing

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

The students in temporary housing will meet with their guidance counselor or social worker once a week for counseling. They will be provided with metrocards and uniforms if needed. They will be encouraged to attend tutoring after school or on Saturdays if needed.

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 Academy of Health Careers | | | | | | |
| District: | 11 | DBN: | 11X290 | School | | 321100011290 | |

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 | | 83.2 | 83.5 | 86.5 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | | | | |
| Grade 2 | 0 | 0 | 0 | | | | |
| Grade 3 | 0 | 0 | 0 | | | | |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | | | | |
| Grade 6 | 0 | 0 | 0 | | | | |
| Grade 7 | 0 | 0 | 0 | | | | |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 193 | 157 | 122 | | | | |
| Grade 10 | 148 | 151 | 152 | | | | |
| Grade 11 | 76 | 96 | 93 | | | | |
| Grade 12 | 66 | 62 | 78 | | | | |
| Ungraded | 0 | 1 | 0 | | | | |
| Total | 483 | 467 | 445 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 91.9 | 93.5 | 92.5 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | 69.5 | 80.6 | 80.6 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 4 | 29 | 15 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 4 | 4 | 1 |

| 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 | 25 | 30 | 33 | Principal Suspensions | 21 | 23 | 6 |
| # in Collaborative Team Teaching (CTT) Classes | 23 | 24 | 33 | Superintendent Suspensions | 6 | 10 | 16 |
| Number all others | 26 | 21 | 22 | | | | |

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | N/A | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <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 | Number of Teachers | 28 | 29 | 30 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 7 | 8 | 6 |
| # receiving ESL services only | 32 | 32 | TBD | Number of Educational Paraprofessionals | 1 | 1 | 2 |
| # ELLs with IEPs | 1 | 9 | TBD | | | | |

| 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 |
| | 22 | 34 | 84 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 92.6 |
| | | | | % more than 2 years teaching in this school | 41.4 | 63.3 | 70.0 |
| | | | | % more than 5 years teaching anywhere | 65.5 | 73.3 | 86.7 |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % core classes taught by "highly qualified" teachers | 76.0 | 83.0 | 93.3 |
| American Indian or Alaska Native | 0.8 | 1.3 | 1.1 | | 88.2 | 86.9 | 86.2 |
| Black or African American | 53.2 | 49.9 | 51.5 | | | | |
| Hispanic or Latino | 40.4 | 42.6 | 43.1 | | | | |
| Asian or Native Hawaiian/Other Pacific | 3.3 | 3.4 | 2.9 | | | | |
| White | 1.7 | 1.7 | 1.3 | | | | |
| Male | 26.7 | 27.6 | 27.6 | | | | |
| Female | 73.3 | 72.4 | 72.4 | | | | |

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, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

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 | 69 |
| Ethnicity | | | | | | | |

| | | | | | | |
|---|--|--|--|----------|----------|----------|
| American Indian or Alaska Native | | | | - | - | |
| Black or African American | | | | v | v | |
| Hispanic or Latino | | | | v | vsh | |
| Asian or Native Hawaiian/Other Pacific Islander | | | | - | - | - |
| White | | | | | | |
| Multiracial | | | | - | - | |
| Students with Disabilities | | | | - | - | - |
| Limited English Proficient | | | | - | - | - |
| Economically Disadvantaged | | | | v | v | |
| Student groups making | | | | 4 | 4 | 1 |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|---|------|--|----|--|--|--|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | A | Overall Evaluation: | NR | | | |
| Overall Score: | 85.3 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: <i>(Comprises 15% of the</i> | 10.8 | Quality Statement 2: Plan and Set Goals | | | | |
| School Performance: <i>(Comprises 25% of the</i> | 16 | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| Student Progress: <i>(Comprises 60% of the</i> | 49.5 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| Additional Credit: | 9 | Quality Statement 5: Monitor and Revise | | | | |

| | |
|--|---|
| 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 K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|-------------------|--|----------------------------------|
| Network Cluster CFN22 | District X | School Number 290 | School Name Bronx Academy |
| Principal Marvia Lindsay | | Assistant Principal Marlyn Rogers | |
| Coach | | Coach | |
| Teacher/Subject Area S. Jefferson/ELA | | Guidance Counselor M. Kinyan | |
| Teacher/Subject Area C. Andrew/ELA | | Parent S. Marsh | |
| Teacher/Subject Area V. Ogbuagu/ELA | | Parent Coordinator S. Bullock | |
| Related Service Provider N. Lawson | | Other | |
| Network Leader B. Gambino | | Other | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 1 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 1 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 445 | Total Number of ELLs | 33 | ELLs as Share of Total Student Population (%) | 7.42% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- 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.

To identify all incoming students who may be ELLs, we follow the ELL Identification Process as outlined by CR Part 154. The parents of all new students are requested to complete a Home Language Identification Survey (HLIS). If the student's home language is determined to be other than English or his/her native language is other than English, an informal interview is conducted by the principal or the ESL teacher in English. If the parent does not speak or understand English, the interview is conducted in the native language by a staff member who speaks the language. The student is administered the LAB-R. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is given the Spanish LAB. Since we only offer a free-standing ESL program, the student is scheduled for the appropriate number of ESL classes in accordance with his/her proficiency level, i.e., beginning, intermediate or advanced. In the spring, the NYSESLAT is administered to all ELL students. Those students who score below proficiency continue receiving ESL instruction, with the exception of those students who are X-coded. Continued Entitlement letters are mailed to their parents, informing them of this fact. Students who score at or above proficiency are no longer entitled to service, and their parents are notified by mail.

The parents of all newly enrolled ELLs are invited to our Parent Orientation Meeting at the beginning of the school year to inform them of their children's eligibility for ELL service, the various ELL programs available throughout the city, the ELL program offered at our school and to give them an opportunity to complete the Parent Survey and Program Selection Form. For those parents who do not attend our orientation meeting, a Parent Survey and Program Selection Form is taken home by their children. We make every effort to collect these forms in a timely fashion in order to determine parent choice. During the past 3 years, only 3 parents have requested a bilingual placement. The trend is to place their children in our ESL program rather than experience the inconvenience of traveling to a school outside the community.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | 0 | 1 | 2 | 0 | 3 |
| Push-In | | | | | | | | | | 3 | 3 | 2 | 2 | 10 |

| | | | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 4 | 2 | 13 |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 33 | Newcomers (ELLs receiving service 0-3 years) | 15 | Special Education | 7 |
| SIFE | 0 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | 14 |

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 | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 15 | 0 | 2 | 4 | 0 | 1 | 14 | 0 | 7 | 33 |
| Total | 15 | 0 | 2 | 4 | 0 | 1 | 14 | 0 | 7 | 33 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 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): | Number of third language speakers: |
| 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 | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | 7 | 12 | 2 | 3 | 24 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | 1 | | 1 |
| French | | | | | | | | | | 1 | | 1 | | 2 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 2 | 3 | 1 | | 6 |
| TOTAL | 0 | 10 | 15 | 5 | 3 | 33 |

Part IV: ELL Programming

A. 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)?
 - 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.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Currently our ELLs are serviced primarily through the Push-In organizational model since research shows that this is the most effective mode of instruction (i.e., as opposed to Pull-Out); the program model is Block. Our ESL instructor services small, grade level clusters of ELLs within ELA classes. The ESL instructor works in collaboration with the ELA teachers to provide language acquisition and vocabulary support within the classroom setting. The language of instruction is English; however, our ESL teacher uses native language support whenever possible to make the content comprehensible. We have also ordered dictionaries in major and low incidence languages for our students' use.

To ensure that the mandated number of instructional minutes is provided according to the proficiency levels of our students, we follow CR Part 154 guidelines. Specifically students at the beginning level are programmed for 3 units of instruction or 540 minutes of ESL per week; intermediate students are programmed for 2 units of instruction or 360 minutes; and advanced students are programmed for 1 unit of ESL instruction and 1 unit of ELA instruction or 180 minutes. Additionally, when our ELLs reach proficiency on the NYSESLAT, we provide an additional two years of ESL service in accordance with CR Part 154 mandates.

Research has shown that instructional programs with high levels of rigor and support result in higher achievement for ELLs, thus our students use the same level of instructional materials as our non-ELLs. All content area classes are taught in English using scaffolding strategies to make content comprehensible for our ELLs. Native language support is provided through the use of bilingual dictionaries, bilingual glossaries and the buddy system.

In addition to the high-level, rigorous materials used in our regular instructional program, we have purchased supplemental materials in an effort to differentiate instruction for our ELL subgroups (i.e., newcomers, 4-6 year ELLs, long-term ELLs and special needs), including a SIFE library.

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

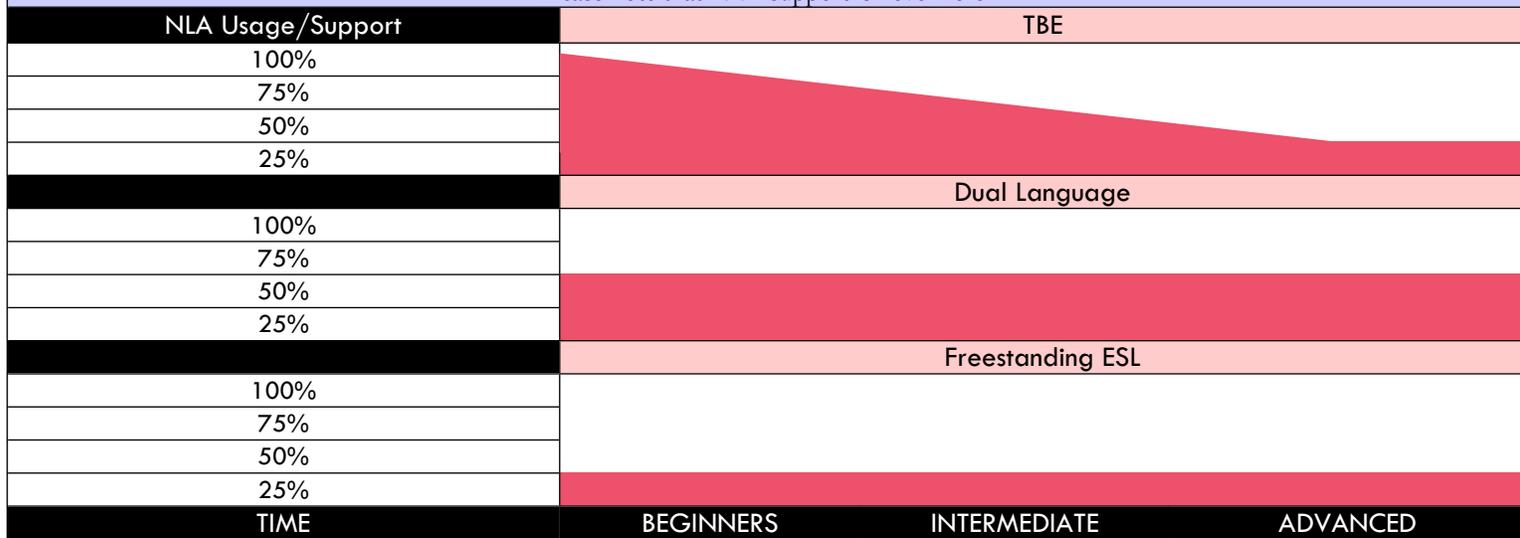
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| 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.



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

In addition to our regular instructional program, 290X provides targeted, intensive instruction in ELA, ESL, math and science through our intervention programs offered before and after school. All subgroups are invited and encouraged to participate. Instruction is in English with native language support.

Two of our ELL students passed the Spring 2010 NYSESLAT. In accordance with New York State Board of Regents, these students will receive the same testing modifications as our current ELLs for a period of two years. They have also been programmed for two years of transitional support in ESL as per regulations.

By using the Push-In organizational model of instruction and the Block program model for our ELLs, we ensure that they are afforded equal access to all school programs, including technology. All required services support and resources correspond to our ELL students' ages and grade levels.

Our ELLs use the same level of instructional materials as our non-ELLs. Native language support is provided through the use of bilingual dictionaries and glossaries. Additionally, our ELL supplemental instructional materials include a reading collection for struggling readers, consisting of 18 science books, 18 social studies books, and SIFE libraries in global studies, American history and government, and life and physical science. We also use GETTING READING FOR THE NYSESLAT AND BEYOND and GETTING READY FOR THE ENGLISH REGENTS ESSAYS.

Prior to the beginning of the school year, if we have identified newly enrolled or potential ELLs, they and their parents are invited to the school for an orientation. We make every effort to ensure that there are translators available for those parents and students who do not speak English.

Currently, the only language elective offered at our school is Spanish.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All of our teachers, including the teachers of ELLs, will participate in both on- and off-site professional development throughout the school year to ensure that all staff members receive at least 7.5 hours of ELL training in accordance with Jose P. regulations. The training will include the ESL Standards, technology, and high impact differentiated and academic language development strategies. ELL-related off-site staff development will be provided through the Bilingual Education Technical Assistance Center (BETAC). On-site staff development will be provided by our ESL consultant.

E. Parental Involvement

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

Our parents, including the parents of ELLs are involved in our school through our Parents Association and School Leadership Team, We utilize the services of the Bilingual Education Technical Assistance Center (BETAC) to provide workshops for our staff as well as parents of ELLs. We also partner with Bronx Community and Lehman College. We evaluate the needs of our parents through feedback from surveys distributed by our Parent Coordinator; feedback from parent representatives on our School Leadership Team; and individual feedback through our Parent Conferences. We make every effort to address those need expressed collectively and individually by our parents. We make every effort to have translators available in the various languages spoken by the parents of our ELLs at all conferences. Finally, we ensure that the cultures of all our ELLs are represented at our school talent shows and school luncheons. Our goal is to ensure that our school tone is welcoming to all parents.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | | | | 2 | 2 | 0 | 0 | 4 |
| Intermediate(I) | | | | | | | | | | 4 | 6 | 2 | 3 | 15 |
| Advanced (A) | | | | | | | | | | 5 | 7 | 2 | 0 | 14 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 15 | 4 | 3 | 33 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | | | | | | | | | | 0 | 0 | 0 | 0 |
| | I | | | | | | | | | | 1 | 3 | 0 | 1 |
| | A | | | | | | | | | | 4 | 2 | 1 | 1 |
| | P | | | | | | | | | | 4 | 10 | 3 | 1 |
| READING/ WRITING | B | | | | | | | | | | 2 | 2 | 0 | 0 |
| | I | | | | | | | | | | 4 | 6 | 2 | 3 |

| | | | | | | | | | | | | | | | |
|--|----------|--|--|--|--|--|--|--|--|--|--|---|---|---|---|
| | A | | | | | | | | | | | 3 | 7 | 2 | 0 |
| | P | | | | | | | | | | | 0 | 0 | 0 | 0 |

| NYS ELA | | | | | | | | | | | | | | | |
|------------------------|--|----------------|--|----------------|--|----------------|--|----------------|--|--------------|--|--|--|--|---|
| Grade | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total | | | | | |
| 3 | | | | | | | | | | | | | | | 0 |
| 4 | | | | | | | | | | | | | | | 0 |
| 5 | | | | | | | | | | | | | | | 0 |
| 6 | | | | | | | | | | | | | | | 0 |
| 7 | | | | | | | | | | | | | | | 0 |
| 8 | | | | | | | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | | | | | | | 0 |

| NYS Math | | | | | | | | | | |
|------------------------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|--------------|---|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total | |
| | English | NL | English | NL | English | NL | English | NL | | |
| 3 | | | | | | | | | | 0 |
| 4 | | | | | | | | | | 0 |
| 5 | | | | | | | | | | 0 |
| 6 | | | | | | | | | | 0 |
| 7 | | | | | | | | | | 0 |
| 8 | | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | | 0 |

| NYS Science | | | | | | | | | | |
|------------------------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|--------------|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total | |
| | English | NL | English | NL | English | NL | English | NL | | |
| 4 | | | | | | | | | | 0 |
| 8 | | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | | |
|---------------------------|----------------|-----------|----------------|-----------|----------------|-----------|----------------|-----------|--------------|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total | |
| | English | NL | English | NL | English | NL | English | NL | | |
| 5 | | | | | | | | | | 0 |
| 8 | | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | | 0 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | 5 | | 0 | |
| Math | 15 | | 8 | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 9 | | 2 | |
| Physics | | | | |
| Global History and Geography | 8 | | 3 | |
| US History and Government | 3 | | 2 | |
| Foreign Language | 3 | | 3 | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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.

The results of the Spring 2010 NYSESLAT indicate that 2 students passed; 4 scored at the beginner level; 16 at the intermediate level; and 13 at the advanced level. The patterns across NYSESLAT modalities indicate that our ELLs perform far better in listening/speaking across grades that they do in reading/writing. The results of the ELL Periodic Assessments revealed the same trend. We believe that there is a direct correlation between the lower proficiency levels in reading/writing and the low number of ELLs passing the ELA Regents (out of 5 ELLs taking the ELA Regents this year, 0 passed). We are addressing this trend by concentrating more on reading, writing and grammar in our extended day program and Regents Review classes during the regular instructional day. Non of our ELLs elect to take the Regents in the translated versions available; however, we provide bilingual glossaries for those students who request them. We evaluate the success of our ELL program through NYSESLAT results, ELL Periodic Assessments and classroom performance.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

N/A

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |

| | | | |
|--|----------------------|--|--|
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |