



BRONX HIGH SCHOOL FOR MEDICAL SCIENCE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: BRONX HIGH SCHOOL FOR MEDICAL SCIENCE
ADDRESS: 240 EAST 172 STREET
TELEPHONE: 718-410-4040
FAX: 718-992-4129

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900011413 **SCHOOL NAME:** Bronx High School for Medical Science

SCHOOL ADDRESS: 240 EAST 172 STREET, BRONX, NY, 10457

SCHOOL TELEPHONE: 718-410-4040 **FAX:** 718-992-4129

SCHOOL CONTACT PERSON: WILLIAM QUINTANA **EMAIL ADDRESS:** WQuinta@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Orlando Avila

PRINCIPAL: WILLIAM QUINTANA

UFT CHAPTER LEADER: Lynette Ortiz

PARENTS' ASSOCIATION PRESIDENT: Ramona Cueto

STUDENT REPRESENTATIVE:
(Required for high schools) Desmond Fugar

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** City University of New York Center for School Support and Success

NETWORK LEADER: Cass Conrad/Enid Serrano

SUPERINTENDENT: ELENA PAPALIBERIOS

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
William Quintana	Principal	Electronic Signature Approved.
Orlando Avila	UFT Member	Electronic Signature Approved.
Carlos Pichardo	Admin/CSA	Electronic Signature Approved.
Lynette Ortiz	Parent	Electronic Signature Approved.
Romeo Rotgans	DC 37 Representative	Electronic Signature Approved.
Erwin Serrano	UFT Member	Electronic Signature Approved. Comments: There was a change in role
Ramona Cueto	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Reynaldo Orellana	Student Representative	Electronic Signature Approved.
Rosa Rivera	Parent	Electronic Signature Approved.
Aracelis Noriega	Parent	Electronic Signature Approved.
Maria Rivera	Title I Parent Representative	Electronic Signature Approved.
Joseph Burgos	UFT Chapter Leader	Electronic Signature Approved. Comments: New Chapter Leader elected after CEP was submitted.
Paul La Pierre	Parent	

* 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 mission of the school is to graduate well articulated students with the skills to make them competitive to be accepted and succeed at the college of their choice. Everyone at the school is committed to equip all our students with the math, science, reading, writing, technological, and interpersonal skills that will open the doors to higher education. The school's rigorous curriculum and our internship program expose students to the medical and health professions at an early age and motivate them to choose a career in one of those disciplines. The High School for Medical Science and the Dr. Mary E. Walker Medical Science Academy provide a caring educational community where students are exposed to a variety of medical sciences. By the end of their senior year, students make a contribution to the health of our school's community.

The school is a premiere middle/high school in the Morrisania section of the Bronx servicing children with a desire to enter the field of medical science and health careers. This school offers a standards-based curriculum with embedded courses in science that prepares students to enter the college of their choice. In collaboration with CUNY, TOURO College, and the Harlem Children Society, students have the opportunity to shadow health care professionals during the school day, after school, and on weekends. Students do research under the supervision of trained medical personnel and in our two science labs. These labs include a Forensic Medicine lab equipped with all the supplies to perform college type advanced science research projects. There is also collaboration with Bronx Community College, Hostos Community College, and Lehman College for a College Now Program that offers students the opportunity to take Medical terminology, Pre-Calculus, Chemistry Informatics, Psychology, Sociology, Expository Writing, and Community Health during the school year.

The High School for Medical Science was established on September 2002 to fill the need for a school featuring a medical science program in our area. The school is one of six theme-based schools at the William Howard Taft Educational Campus. We had 45 students in our inaugural year, 99 % of them Level I for Reading and Math, and twenty of them graduated in three years; this accomplishment was the beginning of our schoolwide accelerated three years graduation track. The school expanded its services to 6th graders under the umbrella of the *Dr. Mary E. Walker Medical Science Academy*. The Walker Medical Science Academy accepted its first 6th grade class of 35 students on September 2005 with the mission to make them competitive to attend the high school of their choice. The school has continued its screening admission process for all grades and it is now a fully grown 6-12 educational institution. Recently, the school neighborhood has experienced large waves of immigration from the Caribbean Islands (mainly the Dominican Republic), Central America, and Africa; our school is a viable choice for this community.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Bronx High School for Medical Science								
District:		9	DBN #:		09X413	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: - % of days students attended*:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K				0					TBD	
Kindergarten				0						
Grade 1				0	Student Stability - % of Enrollment:					
Grade 2				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3				0					TBD	
Grade 4				0						
Grade 5				0	Poverty Rate - % of Enrollment:					
Grade 6				46	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7				56					87.8	
Grade 8				54						
Grade 9				100	Students in Temporary Housing - Total Number:					
Grade 10				75	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11				65					TBD	
Grade 12				62						
Ungraded				0	Recent Immigrants - Total Number:					
Total				458	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
									0	
Special Education Enrollment:					Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes				16	Principal Suspensions				TBD	
# in Collaborative Team Teaching (CTT) Classes				3	Superintendent Suspensions				TBD	
Number all others				12						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants				0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants				0	
# in Transitional Bilingual Classes				0						

# in Dual Lang. Programs			0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only			22	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs			4	Number of Teachers			TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			TBD
				Number of Educational Paraprofessionals			TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			TBD
American Indian or Alaska Native			0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD
Black or African American			41.7				
Hispanic or Latino			49.6				
Asian or Native Hawaiian/Other Pacific Isl.			7				
White			0.7				
Multi-racial							
Male			37.6				
Female			62.4				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input 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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input checked="" type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:		Y	
Math:	Y			Math:		Y	
Science:	Y			Graduation Rate:		Y	
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	√	√	√	√	√	√	
Ethnicity							
American Indian or Alaska Native	-	-	-	-	-	-	
Black or African American	√	√	-	-	-		
Hispanic or Latino	√	√	-	-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	4	4	1	2	2	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
Key: AYP Status		Key: Quality Review Score	
√ = Made AYP		Δ = Underdeveloped	
√ ^{SH} = Made AYP Using Safe Harbor Target		► = Underdeveloped with Proficient Features	
X = Did Not Make AYP		√ = Proficient	
- = Insufficient Number of Students to Determine AYP Status		W = Well Developed	
X* = Did Not Make AYP Due to Participation Rate Only		◇ = Outstanding	
* = 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			

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

A thorough review of our School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments exhibits an existing good practice of interdisciplinary dialogue and common planning between teachers of different subjects. The interdisciplinary dialogue and common planning practices should continue to incorporate more curriculum links between subjects. We have contracted eChalk, a vendor to help us developing many of the 21st Century skills that lead to improve learning.

On the other hand, the creation of a stronger data culture in the school is a work in progress. This data culture will facilitate continuous data analysis of student performance and progress to disaggregate ethnic groups, gender trends and socio-economic influences to improve our services. Consequently, our school community needs to make sure that all action plans consistently identify clear measurable targets, allocate responsibilities to named people and include specific timeframes. We want to ensure that teachers give students consistently clear feedback, explaining what they have done well and how to improve their work further, especially when work is displayed.

One of the biggest barriers is to increase the level of parental involvement. We have implemented different strategies throughout the years with the continuous feedback of Mr. A. Melendez, Parent Coordinator, and our PA presidents. This school year, Mr. Melendez has embraced himself in an aggressive campaign to attract parents to all monthly PA meetings. Incentives in the form of gift cards will be widely publicized to increase parental attendance to these meetings. Mr. Melendez' analysis of attendance rosters for past meetings led him to devise this new strategy.

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.

Annual Goal	Short Description
<input type="checkbox"/> To improve the 4-year graduation rate.	<input type="checkbox"/> Our four-year graduation rate will improve by 2.0% from 2009-010 to 20010-11.
<input type="checkbox"/> To decrease the percentage of conferred local diplomas.	<input type="checkbox"/> The number of conferred local diplomas will decrease by 2.0 % from 2009-2010 to 2010-2011.
<input type="checkbox"/> To graduate middle school students with at least one regents above 65.	<input type="checkbox"/> At least 75.0 % of all middle school graduates will pass one of the two Regents taken in 8 th grade.
<input type="checkbox"/> To increase the number of our middle school students applying to our high school.	<input type="checkbox"/> At least 75.0 % of the 8 th grade students from our school (Dr. Mary E. Walker Middle School) will apply to the High School for Medical Science.

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 **All**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve the 4-year graduation rate.</p>
<p>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></p>	<p><input type="checkbox"/> Guidance counselors will target at-risk students at the beginning of each school year and individualized senior checklists will be discussed with them and their parents. These meetings will be repeated in January, February, and May. The result of September, January, and February meetings will be programming the senior for prep and remedial classes or after-school/Saturday instruction. A Regents Prep component will be also taken into consideration. Parents will receive periodic reports to help them monitor their children’s progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Tax levy and Title I Funds will support these activities.</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><input type="checkbox"/> Senior Checklists Progress Reports Report Cards Regents Results End of year graduation statistics</p>

Subject Area
(where relevant) :

Math and Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To graduate middle school students with at least one regents above 65.</p>
<p>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></p>	<p><input type="checkbox"/></p> <p>Dedicated guidance counselor/grade advisor Supplementary/remedial classes Regents Prep Identification and constant monitoring and follow-up of target population Individual Student Plans</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Use of tax-levy and Title I Funds</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><input type="checkbox"/></p> <p>Progress Reports Report Cards Regents Mock Results</p>

Subject Area
(where relevant) :

All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To increase the number of our middle school students applying to our high school.</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><input type="checkbox"/></p> <p>Dedicated guidance counselor/grade advisor Identification and constant monitoring and follow-up of target population Individual Student Plans</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Use of tax-levy and Title I Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Progress Reports Report Cards End of year graduation statistics</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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	10	10	10	5	5	1	5	1
7	10	10	10	5	5	1	5	1
8	10	10	10	5	5	1	5	1
9	20	20	20	10	5	2	10	2
10	20	20	20	10	5	2	10	2
11	20	20	20	10	5	2	10	2
12	20	20	20	10	5	2	10	2

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> After school portfolio (small group), 8 th period Pullout (one on one)
Mathematics:	<input type="checkbox"/> After school portfolio (small group), 8 th period Pullout (one on one)
Science:	<input type="checkbox"/> After school portfolio (small group) / Saturday School for H.S. with Credit Recovery / Saturday School for M.S. with Regents review
Social Studies:	<input type="checkbox"/> After school social studies (small group) / Extended Day (Night) School for credit recovery
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Transcript review / Crisis Counseling / Parent meetings for LTAs and PIDs, and pending grads
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> IEP meetings / Annual and Triennial Reviews / Case conferencing / testing for students with needs
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Case conferencing as needed and referrals to outside agencies and organizations
At-risk Health-related Services:	<input type="checkbox"/> (1) EMS (911) (2) In house treatment available in health clinic (room B100) (3) Referrals to health/medical organizations

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-12

Number of Students to be Served:

LEP 22

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 1 Guidance Counselor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

The school is a premiere middle/high school in the Morrisania section of the Bronx servicing children with a desire to enter the field of medical science and health careers. Of the current 447 students, 22 or approximately 5 percent have been identified as English Language Learners (ELLs). All 22 students are served through the Freestanding ESL program. This school offers a standards-based curriculum with embedded courses in science that prepares students to enter the college of their choice.

The Title III Program will be offered to 22 ESL students. The purpose of the program is to meet the proficiency standards for all students. The program will take place after school for two hours each day from Monday to Thursday and will last for 12 weeks. There is an additional enrichment component on Saturdays for four hours. The Saturday program will last 12 weeks. Two teachers and 1 guidance counselor will provide enrichment support and college guidance for 22 ELLs. This will be a team teaching program that is focused on tutoring (after school) and Saturday classes.

Materials purchased with the Title III funds will include Focus books from Prentice Hall Review Books, Topical Review Book Company, Scholastic Bilingual Classroom Library for use in Team Teaching enrichment support and test preparation activities. In addition, we will purchase printer toners for the students in the program. This will support the technology portions of the program. The materials purchased with Title III funds will be solely for the after school and Saturday program. These materials will be supplemental and will not supplant any needed or required material.

Parental Involvement :

Title III funds will pay for 20 Parents and 6 workshops that will take place in March-April-May The purpose of these workshops is to involve parents in their children's education. Parents will participate actively in project based instruction with their children. Educational trips will be part of the Parental component. Trips such as The Metropolitan Museum and Bodies Exhibition will offer an excellent opportunity for the project based assessment. Refreshments will be served at each workshop.

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 attend NYCDOE designated professional development for ELL students. In addition, the staff will participate in on site professional development activities which will include study groups, lesson study, inter-visitations and analysis of student work. Everybody will be fully integrated into all school/citywide standards-based professional development. One important topic of the school's professional development plan focuses on how data such as the NYSESLAT should be used to inform students, groupings as well as their language needs Professional development will be integrated into the school day (common planning periods), faculty meetings, as well as informal sessions before and after school meetings with individual and small groups of teachers. As a result of the common planning period and the fact that all teachers will have the same students, professional development will ensure that students are taught using the same strategies in all content areas.

Embedded Professional Development

- a. CUNY, our PSO, will assist us to devise and implement project-based learning activities related to school themes.
- b. UFT Support.
- c. Distance learning opportunities.
- d. School specific curriculum and course development; how to integrate the school theme into the core curricular areas.

Professional Development activities will not be paid with Title III funds.

Section III. Title III Budget

School: HS for Medical Science

BEDS Code: 320900011413

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	12,170.40	□ For enrichment and academic support =Team Teaching Program that is focused on tutoring (after school) and Saturday classes. This activity will involve 22 ELLs. After School 1 teacher X 12wks X4days X2hrs X\$49.89 = \$4,798.08

		Saturday – 2 teachers X 12wks X 4hrs X\$49.89 = \$4,798.08 1 Counselor- 12wksX 4hrs X \$53.63 = \$2,574.24
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1531.16	<input type="checkbox"/> 22 Topical Regents Review books Geometry, Integrated Algebra, Living Environment, Chemistry, Algebra II, ELA, US History and Global History @ \$2.25=\$415 CGP Review Book for the Living Environment 22 books (1 Class set)=\$312.10 CGP Review Book Chemistry 22 books (1 Class set)=\$312.10 4 Toners Printers@ 122.99= \$ 491.96 Printing supplies (ink, paper), support students completion of reports in all subject areas
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	1,297.00	<input type="checkbox"/> To promote parental involvement for 20 parents through 6 workshops on issues pertaining to health, immigration, colleges and academics. \$797 Educational visits+ \$500 Refreshments for Parents.

TOTAL	1531.16	
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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.



We use the simultaneous translation when parents are in need of this service. It is a personalized and familiar way we use to make the parents feel comfortable and less inhibited to talk to a member of our staff. The assigned translator uses his/her knowledge on the foreign language (Spanish) to translate any given document which will help the parent to interpret it in his/her own native spoken language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.



Translations and oral interpretation are two major findings of our school since a great percentage of our students are Hispanics and their parents do not have any other way to communicate with us but through a translator. This was a need rising every year. Our population has grown and our needs with it. Our community feels now very comfortable to come and talk to any staff member, because they know they are going to be understood and therefore their worries or concerns will be taken care as soon as possible.

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.



The school has an assigned translator who is in charge of translating all pertinent documentation such as: **School Handbook, Student Handbook, Parents Handbook, PID Letters, AIS Letters** and **Simultaneous translation between Parent/Staff Member**. This service as mentioned before, will help to meet our school community's needs by: A) Having a direct communication between parents and staff member. B) Better understanding of

concerns, hence, better solutions and C) A more familiar environment to our multicultural community. Our written translation service is scheduled to translate 4 hours per week. Translation time is subject to increase as the need increases.

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

Oral translations services in our school are provided by an assigned translator who is available whenever needed by a parent who does not understand English. The person to person interactions in the parents own language makes him/her feel at home and with enough confidence to be able to communicate more effectively with the Department.

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>.

The school provides all parents with the following documents:

- School Handbook
- Students Handbook
- Parents Handbook
- PID Letters
- AIS Letters
- Simultaneous translation between Parents/Staff member

All the requirements mentioned on paragraphs A, B, C, D from part VII (**Notification Requirements**) of Chancellor's Regulations A-663 are complied except for paragraph "E" which is still under construction.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	336,328	223,590	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,364		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,818	*	
4. Enter the anticipated 10% set-aside for Professional Development:	33,633	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 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.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

The Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy agrees to implement the following statutory requirements:

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

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

1. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

We will conduct monthly Parent Association meetings, and assist the Parents Association in developing informative and educational parent workshop.

2. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Conduct meetings and plan special events to explain and assist parents with the process of completing the Learning Environment Survey. Provide parents with information on how to review our school for statistical information (ex. School Report Card).

3. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Workshops, pamphlets, and letters providing parents with the support and technical assistance on how to help their child move forward to the next grade. Help parents understand what their child is expected to learn at their grade level by communicating with school staff (ex. Teachers, Guidance Counselor, Parent Coordinator).

4. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

Conducting title I meetings at the school level and informing parents of title I meetings at the District level.

5. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Surveys will be given to parents during Parent Teacher conference, with the assistance of the Parents Association. The Parent Coordinator will be responsible for conducting this evaluation. The response and feedback from parents will play a vital role on how our school will develop new strategies on how to better involve parents.

6. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards*
- ii. the State's student academic achievement standards*
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Workshops, along with the Great Expectation pamphlets will be used to explain to parents what the standard is for each grade. The standards will be shown for different subjects and details students are expected to learn for each subject. Also, what strategies parents can use to assist their children in learning these standards at home.*

- b. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Providing parents with progress reports, workshops, and letters on how to help their children in making the necessary academic improvements.

- c. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Conducting professional development workshops, and meetings between school staff and parents. These interactions between both the school community and parents provide a form of communication that builds and strengthens parent and school relationship.

- d. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Creating a welcoming environment in the Parent Coordinator's office where parents can have access to different community and school resources. Also, interact with the Parent Coordinator, Guidance Counselor, and other educational programs.

- e. Bronx High School for Medical Science and Dr. Mary E. Walker Medical Science Academy will take the following actions to ensure that information related to the school and parent:

programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Information to parents will be translated and sent via mailings, backpack and telephone to ensure parents receive school related information in a timely manner.

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.

N/A

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

N/A

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.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

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.

N/A

o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

N/A

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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 specifically 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,</i>	Program Funds Are "Conceptually" ¹ Consolidated in	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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	State, or Local)	the Schoolwide Program			allocation amounts)	funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
ATS indicates 11 students registered in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

The services include but are not limited to attendance outreach that involves continuous contact with DOE's shelter liaison, telephone call and/or shelter visit. Students are also provided with attendance incentives such as term pizza parties, movie tickets, gift cards, digital cameras, iPods, and grocery baskets. Families that may experience some difficulty in registering and traveling to school are personally assisted by Ms. P. Wallace, our Attendance Teacher, and Metrocards are provided by our APO for their commute.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx High School for Medical Science						
District:	9	DBN:	09X413	School		320900011413	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	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				94.9 /
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				98.0
Grade 4		0	0				
Grade 5		0	0				
Grade 6		46	56				
Grade 7		56	50				87.8
Grade 8		54	59				87.3
Grade 9		100	74				
Grade 10		75	97				
Grade 11		65	64				3
Grade 12		62	35				
Ungraded		0	0				
Total		458	435				0

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		16	20	Principal Suspensions			38
# in Collaborative Team Teaching (CTT) Classes		3	3	Superintendent Suspensions			15
Number all others		12	17				

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

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		22	TBD
# ELLs with IEPs		4	TBD
Number of Teachers			27
Number of Administrators and Other Professionals			9
Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			27	% fully licensed & permanently assigned to this school			92.3
				% more than 2 years teaching in this school			70.4
				% more than 5 years teaching anywhere			44.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			81.5
American Indian or Alaska Native		0.9	0.9	% core classes taught by "highly qualified" teachers			90.9
Black or African American		41.7	35.9				
Hispanic or Latino		49.6	56.6				
Asian or Native Hawaiian/Other Pacific		7.0	6.7				
White		0.7	0.0				
Male		37.6	40.2				
Female		62.4	59.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-	-	-	-	-
Black or African American	v	v	-	-	-	-	-
Hispanic or Latino	v	v	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-
White				-	-	-	-
Multiracial							
Students with Disabilities	-	-	-	-	-	-	-
Limited English Proficient	-	-	-	-	-	-	-
Economically Disadvantaged	v	v		v	v		
Student groups making	4	4	1	2	2	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B / B	Overall Evaluation:					NR
Overall Score:	46.5 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8 / 9.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.7 / 18.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29 / 36.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8 / 3						

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 05	District 09	School Number 413	School Name HS for Medical Scien
Principal William Quintana		Assistant Principal Shirley Ithier	
Coach type here		Coach type here	
Teacher/Subject Area Valerie Harmon		Guidance Counselor Lynette Ortiz	
Teacher/Subject Area Cesar Florez		Parent Maria Rivera	
Teacher/Subject Area type here		Parent Coordinator Antonio Melendez	
Related Service Provider type here		Other type here	
Network Leader Cass Conrad		Other type here	

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	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	440	Total Number of ELLs	28	ELLs as Share of Total Student Population (%)	6.36%
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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.

5. 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.)
6. 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.

Paste response to questions 1-6 here

1- Students are administered the Home Language Survey, Interviews are conducted to formalized initial assessment if students qualify for Lab-R they are tested during the administration window and all Lab-R protocols are followed.

2- HSMS offers its students ELL students a Free Standing ESL program as per our CEP students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL periods by certified ESL teachers. If there are students identified as needing language services by a teacher, guidance counselor, or parent coordinator they are referred to the schools ESL coordinator who will explain options available to that family. As a screened program students entering our school have already been categorized in regards to ELL status. However, if a parent or a teacher expresses concerns over a particular child's language proficiency, ELL liasons are outreached for testing/placement purposes. This process is encouraged within the first two weeks of entry to the school.

3- If a student is identified as being entitled to ELL services, the ESL coordinator along side the parent coordinator work together to ensure that entitlement letters are sent out and received by the child's parent/guardian in compliance with the CR-PART 154.

4- Once identification of ELL's occurs, placement decisions are made through a holistic profile summarizing results of multiple assessments, such as tests, classroom assessments, interviews and teacher observations. Once parent/guardian is notified of child's entitlement, orientations are to be held for them to be well informed of the different ELL programs that are available for their child within that school (whether it be FS-ESL, TBE, DL) Materials are provided in the parents home language which will indicate the program the parent has chosen for their child. Parents are also informed of when students may exit from ELL programs and transition to monolingual English classes. They are informed that their child must score at a certain level of proficiency in English on the NYSESLAT and then be allowed entry to monolingual instruction. They are also made aware the in becoming proficient in English their child can receive ESL support as needed for the length of up to two years. For annual testing of NYSESLAT all ELL students at HSMS are annually evaluated for proficiency with the NYS English as a Second Language Achievement test (NYSESLAT) every May. Parents are notified in writing and students are scheduled for each of the four parts of the NYSESLAT (Rdg, Wrt, Spk, List) during the testing period a proctoring grid is created by the testing coordinator allowing enough time for students to test in each of the four corresponding parts. Testing procedures are followed and guidelines adhered to during test administration. When results are available, they are shared with ELL students and their families. Teachers meet to discuss testing results and plan for curriculum differentiation for ELL students.

5- HSMS offers ELL students a Free Standing ESL program as per our CEP, students identified and entitled to ESL services are placed in mainstream classrooms and offered additional services during ESL periods by certified ESL teachers. Parents are aware of the fact that HSMS has a Free Standing ESL program before they apply to the school. The Parent Coordinator and ESL Coordinator inform the parent/guardian that they are entitled to choose a different program at another school as per NCLB. Parents choose to remain at HSMS based on the trends in program choice for this school.

6- Program models offered at HSMS are in alignment with parent requests by providing the students with the support and resources they need to become proficient in English allowing them to exit the ELL program into monolingual English classes. We continue to work at building a strong ELA curriculum as a foundation for English Language Arts Instruction and English as a Second Language. Instruction is continuously aligned for ELL's with ESL performance indicators and learning standards as well as grade level indicators in all content areas as well as ELA. We continue to emphasize the need for technology as it is incorporated into instruction in accordance with the Goals 2000 and NCLB. In order to ensure that these and other efforts to continue providing quality service to our students on-going training is arranged periodic review of student data is continuously encouraged as we analyze achievement data to continue strengthening our differentiated instruction for ELL students.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	2	6	2	3	13
Push-In	0	0	0	0	0	0	6	2	7	0	0	0	0	15
Total	0	0	0	0	0	0	6	2	7	2	6	2	3	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	9

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	0	1	15	0	3	9	0	2	28
Total	4	0	1	15	0	3	9	0	2	28

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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																
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	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	0	0	0	0	0	0	6	2	6	2	5	0	3	24
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	1	0	1	1	0	3
TOTAL	0	0	0	0	0	0	6	2	7	2	6	2	3	28

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.

Paste response to questions 1-4 here

1- At HSMS our certified teachers deliver instruction through

a. Push-In[Co-Teaching] in the Middle School grades 6-8 and within a Self-Contained setting for High School grades 9-12

b. The program models are designed to adequately service our ELL population where the Push-In students are grouped Heterogeneously having varying proficiency levels, the Self-Contained students are grouped regardless of grade into one class during first period.

2- HSMS offers a freestanding ESL following the push-in/ pull-out and self-contained model, which provides research based ESL strategies and methodologies to meet the needs of our ELLs. The ESL teacher collaborates with classroom teachers to build upon classroom instruction and modify any instruction and assignments thereby scaffolding classroom work.

3- As per the CR-Part 154 English Language Arts is the foundation for NLA, ESL and ELA curricula. HSMS assigns the required units of study to ensure alignment with program models required and delivery of services. For grades 6-8, 2 units of English Language Instruction are

provided at a Beginners Proficiency level in ESL, students at an Intermediate Proficiency level are provided 2 units of ESL instruction, students at an Advanced proficiency level are provided 1 unit of ESL instruction and 1 unit of ELA. In grades 9-12 students at a Beginners proficiency level receive 3 units of ESL instruction, those performing at an Intermediate proficiency level receive 2 units of ESL instruction, At the Advanced level of proficiency students receive 1 unit of ESL and 1 unit of ELA. Each content area provides the following: English Language Arts has daily literacy blocks (2 pds daily/10 pds weekly) utilizing the model of balanced literacy, leveled classroom libraries for all students including SpeEd and ELL students. Individual teacher assessments and Departmental tests are generated. Rubrics are created by students and incorporated into their classroom instruction. The Mathematics program model of instruction has (2 pds dly/10 wkly) and is fully aligned with the requirements for the NYS Department of Education. The math program implemented is the Mathematics Completeness Curriculum which employs the methodology of scaffold exercises and the 'Pedagogy of the 7-techniques'. Students work on the presentation of problems, they engage in small group exploration and investigation as well as sharing with peers and teacher. The Science program model is also fully aligned with the New York State Learning Standards (NYSLS) as well as the NYC standards. HSMS uses Prentice Hall for grades 6-9 as a science program foundation. For grades 9 there is Living Environment using scope and sequence, grade 10 is offered Chemistry with lab. Grades 11 and 12 complete a one year sequence in either Environmental Science, Physical Science , Anatomy, Human Development, Genetics, Forensics and Biotechnology or Health. Science offers a unified system of instruction across grades 6-12 with the Constructionist-project based model, problem based learning, and cooperative learning. In Social Studies, instruction is provided to support students with understanding social studies content, current events and other social sciences such as sociology and psychology. Responsible for two major NYS Regents exams, all instruction in Social Studies is based on acquiring critical analysis skills, interpretation of document based questions and test sophistication with double periods of instruction daily to equal 10 periods weekly. Students develop historical perspective in review of United States history in grade 9, while undertaking Economics and Government simultaneously. A global view of world events and cultures are explored in Global History in grades 11 and 12. The Foreign Language coursework is accomplished in all modalities of speaking, listening, reading and writing of the Spanish language. In beginning courses, students are exposed to basic structures of greetings, basic grammar, situational translation, and basic conjugation of verbs with a focus on reading comprehension. Intermediate foreign language coursework explores sentence structure, writing exposition and more advanced conjugation with focus on conversation skills. Advanced foreign language coursework continues to advance student proficiency in grammar, conversation, and writing, but primarily focuses on critical reading and analysis of Spanish language literature. Students are baseline assessed and interviewed to gauge what level placement they are best suited for. In HSMS Art and Music is offered to students in an innovative way that fuses traditional appreciation style seminar teaching integrated with math and science. Artists and historical time periods profiled are examined for their contributions to both the art and music worlds as well as math and science.

4- HSMS differentiated instruction for ELLs goes as follows.

- a. At the present time HSMS has no students in the SIFE category. In the event that we did have SIFE students, our action plan would most probably consist of an afterschool program following a small group tutoring model, and include one-on-one support once a week with a certified ESL teacher. Additional guidance and social services will be mobilized to further assist the SIFE student and his/her family as needed.
- b. For ELLs who are newcomers or have less than 3 years in the United States, we offer a freestanding ESL program with a full-time ESL certified teacher. The goal of our ESL program is for students to acquire the language development necessary to transition into higher proficiency levels and ultimately test out of ESL programs altogether. Students who are newcomers into our schooling system are not necessarily in beginning levels of proficiency, therefore, we program these students in the level in which their proficiency rests. We schedule individualized meetings to track the progress of these newcomer students and to case conference on their specific needs. Measurable goals are set for the newcomer ELL, much like an IEP, where the ultimate goal is successfully meeting the standard of passing the ELA state exam. Through test prep, mock exams, and test reviews, newcomer ELLs are taught the specific skills needed for their end of year exams. In addition, these students require careful revision to see if they are exhibiting difficulty in their cultural transition. This is accomplished by continuous monitoring and feedback of parents, teachers and peripheral staff members such as guidance counselors and deans to ensure that newcomer ELLs are adapting well to their new environment and are on track to reach their academic goals.
- c. ELL students in years 4 to 6 of our ESL program are supported in after school and Saturday school programs, as well as their content areas. ELL teachers work with students within their level of proficiency preparing them to exit the ESL program and begin their transition into monolingual program.
- d. Our plan is to continue to provide long term ELL students (completed 6 years) with differentiated instruction in their classrooms based on the modalities in which they require the most support. They will also continue to receive support in after school, in Saturday programs, and in all content areas. Teachers will continue to use informal and formal diagnostics to plan instruction and support student learning. Classroom teachers will also receive professional development in ESL approaches and strategies.
- e. Our long term ELLs are students who have special needs, they either receive Resource Room services or have been placed in full-time Special Education classrooms. HSMS has students who are in full time Special Education classrooms as well as those who receive resource room support. Their needs will continue to be addressed using ESL methodologies aligned with their IEPs and any modifications that apply.

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?

Paste response to questions 5-14 here

- 5- At HSMS all certified teachers are used to work with ELLs to ensure that the amount of minutes mandated are met by providing support to all ELL's at all levels of proficiency (Beginning, Intermediate, and Advanced level students). The following support structures or services are in place in our school for ELLs: AIS, Saturday School, Extended Day/Shared Instruction. All programs made available to ELLs are offered in English.
- 6- The goal of our ESL program is for students to acquire the language development necessary to transition to Advanced levels of ESL proficiency and ultimately out of the ESL program. HSMS continues to work with students in order to acquire the language development that is necessary to transition them to advanced Levels of ESL proficiency and out of the ESL program. HSMS continues to provide ELLs with differentiated instruction within their classrooms based on their needs in which they require the most support as well as Afters school and Saturday AIS support.
- 7- For the upcoming school year we have partnered up with the SA with a Reading Buddies Program to assist in the acquisition of language development.
- 8- Programs and services will not be discontinued the only changes within the programs and services provided to ELLs will be the exiting of students into monolingual programs after scoring at an advanced level of proficiency in the NYSESLAT. From there continued support will be provided to ensure students continue progressing.
- 9- ALL ELLs are programmed for AIS and Saturday school programs based on their needs just as other students are programmed. The ultimate goal apart from becoming proficiency in their language acquisition is to have them graduate with their cohort and to meet all standards in order to attend the college of their choice. Certified teachers are part of the AIS program in order to provide the services that ELLs require.
- 10- The instructional materials used with ELLs are Ready to Write, Side by Side, and American Short Stories. Students have lap tops within their classrooms to do research for all subjects, students communicate with teachers through school binder where students complete assignments and interact with classmates on classroom assignments, as well as debate with peers on topics discussed within the lessons. HSMS is a print rich school. Students are all given accounts to manage their classwork and teachers set specific goals for each student. Reading and writing is emphasized in every subject and there is a writing component and use of technology in all content areas including Physical Education.
- 11- The goals of ESL are to provide content area instruction in English, using ESL methods and instructional strategies as well as Native language support to ensure comprehension. ESL instruction is based on literature and content based instruction that is aligned with the NYS learning standards and content areas as well as to be in compliance with the CR Part 154 regs. Native language and ELA are used to teach core content area courses to all ELLs.
- 12- ELLs are grouped accordingly and have access to grade-appropriate content and language instruction through a highly qualified teacher. This is done because heterogeneous language grouping facilitates English language learning and it creates the need to use the English language. Instructional strategies and supports include the workshop model of instruction for reading, math and writing as well as balanced literacy strategies like read aloud, shared reading, Word Walls, shared writing, critical thinking skills, independent reading and independent writing.

13- Activities for newly enrolled ELLs at HSMS include orientation, a tour of the campus library as well as meeting with the staff to become familiar with the resources available to them while they are in the school, introduction to Parent Coordinator as a contact for parents, question and answer period to become familiar with their teachers.

14- All students including ELL students are offered Spanish as a requirement for completion of credit accumulation in the foreign language area.

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)?

Paste response to questions 1-5 here

1- The targeted language (English) is used through out the entire day within all content areas and courses. All ELL's at HSMS, regardless of their proficiency level, take a double period (90min) of ESL instruction every day.

2- ELL's are integrated through out the entire day. They are either part of the Self-contained model or the push-in model where their sessions are meshed with the class lessons.

3- Students are grouped heterogenously and taught in the English language in all subject areas.

4- HSMS has a Free Standing ESL program.

5- Being a Free Standing ESL program HSMS does not teach in students native language. HSMS is a middle school high school and students entering have already mastered emergent literacy.

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.

Paste response to questions 1-3 here

1-Our teachers will continue to receive support in reciprocal teaching, data analysis, as well as planning aligned to the teaching standards. We will continue to have formal/informal meetings between classroom teachers and inquiry teams to build on new teaching strategies in all content areas.

2- HSMS will continue to provide teachers with training for new ideas on strategies for teaching and providing students with differentiated instruction. They will also continue to offer students support in AIS. They will continue to receive training in NYSESLAT test prep as well as ELA test prep in order to prepare the students for the ELA Regents exam, RCTR, RCTW for High School students, and the NYS Reading exam for Middle School.

3-The ELL teacher provides additional ESL instruction during the 37 ½ minute Extended Day program to ELL students starting 1st period then teaches cluster periods throughout the day also providing service to ELLs through pushing-in as well.

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?

Paste response to questions 1-4 here

1- Parent involvement in our school has continued to increase throughout the years. Having the help of our outstanding Parent Coordinator makes parent contact simple. We develop a trust with our parents that brings them in to participate in Saturday Parent conferences as well as when a teacher is in need of a conference. The guidance department along with the parent coordinator and attendance office work collaboratively to ensure that ELL students' parents do not feel separate from the monoligual parents. All conferences are translated and all documents are provided in students native language to ensure clear understanding of what is being discussed.

2- HSMS has developed partnerships with CBO's such as MGI Middle School Initiative which provides tutoring services for all students, Gear

Up through Lehman College which provides tutoring and College application assistance for high school students, Montefiore My Health clinic which provides medical services to the students in the school, NYPD Community Affairs officers which provide services to members of the community and FDNY which provide informational workshops to parents in the community. ESL services and English classes through referrals to outside agencies through the legal aid society and Immigration for Community Advocates.

3- Through Parent Association meetings we meet with the Parent President and the Parent Coordinator which provide us with detailed lists of questions concerns and requests made by parents of monolingual and ELL students. We use this as our needs assessment for parents and ensure answers for the next parent meeting the following month.

4- HSMS takes the time to carefully review all parent questions, concerns and requests. We provide parents with detailed explanations of all that is being done in the school schedule meetings with guidance, and teachers as requested. We provide parents with the guidelines for applying for working papers , high school application process, college application process etc. We hold meetings through the PC one Saturday every month where issues are discussed, We hold a college night for parents and students to come in and speak to schools their children are considering applying to. We hold TLC meetings for parents of students with Special Needs and ELL students, and we provide referrals for parents who express an interest in outside services.

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)	0	0	0	0	0	0	0	0	1	0	0	0	1	2
Intermediate(I)	0	0	0	0	0	0	2	0	4	2	4	0	2	14
Advanced (A)	0	0	0	0	0	0	4	2	2	1	1	2	0	12
Total	0	0	0	0	0	0	6	2	7	3	5	2	3	28

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	0	0	0	0	1	0	0	0	1
	I	0	0	0	0	0	0	2	0	4	2	4	0	2
	A	0	0	0	0	0	0	4	2	2	1	1	2	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	1	0	0	0	1
	I	0	0	0	0	0	0	2	0	4	2	4	0	2
	A	0	0	0	0	0	0	4	2	2	1	1	2	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	0		0		0		0		0
5	0		0		0		0		0
6	1		3		0		0		4
7	0		1		1		0		2
8	3		3		1		0		7
NYSAA Bilingual Spe Ed	0		0		0		0		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	4	0	4	0
Math <u>A</u>	3	0	3	0
Math <u>Alg</u>	12	0	6	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	12	0	8	0
Physics	0	0	0	0
Global History and Geography	3	0	0	0
US History and Government	10	0	4	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

are approaching standards in Math and ELA and 2 students are working towards meeting standards.

2- The higher the proficiency level reflected on both the Lab-R and NYSESLAT, the higher the grades for ELA and Social Studies.

3- Listening and Speaking proficiencies are usually higher than reading and writing levels, therefore, infusing reading and writing across the curriculum is a must in order to bridge the gap exhibited by the NYS modality and scores.

4- a. Data seems to indicate that the performance of ELL's when taking exams in their Native Language are higher than when they take tests in English. b. By using the students proficiency level in order to structure students schedule and increase instructional time in ELA content.

c. Data shows a proficiency level and the school customizes the students schedule according to their level.

5 - HSMS has a Free Standing ESL program.

6- Progress report shows a constant increase in the percentage of students meeting higher standards in the bottom 3rd.

Additional Information

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

Paste additional information here

The Schools LAP and instruction will reflect an increment of ELL's exposure to reading and writing by infusing these two aspects across the curriculum. All students in the school are trained to become resident experts in a topic of their choice, and ELL's are no exception. the concept of resident expert involves reading, writing, and presenting orally in front of their peers and staff, as well as in front of their invited guests during schoolwide celebrations. The NYS Science and NYS Social Studies section of Assessment and Analysis have not been filled out as our 8th grade students do not test until the Spring of 2011. All other data pertaining to the present middle school and high school ELL's has been documented and included in the designated areas within the LAP.

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10

	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		