



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

SCHOOL NAME: BRONX HEALTH SCIENCES HIGH SCIENCES HIGH SCHOOL

DBN: 11X249

PRINCIPAL: MIRIAM RIVAS

EMAIL: MRIVAS@SCHOOLSNYC.GOV

SUPERINTENDENT: TAYLOR BROWN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Miriam Rivas Principal	*Principal or Designee	
Maudi Rodriguez Assistant Principal		
Ian Stewart	*UFT Chapter Leader or Designee	
Eleanor Brown	*PA/PTA President or Designated Co-President	
Esther Cotto-Rodriguez	DC 37 Representative, if applicable	
Emmet Allen	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Brittany Edwards	Member/Student	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Goal 1: (As the Principal) To use Danielson's framework of rubrics to perform classroom observations and provide frequent and consistent feedback to all teachers.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Measurable Objective: By June 2012 all teachers will have received at least two full-period observations and four partial-period observations, with follow-up oral and written feedback consistent with the recommended practices of the Talent Management Pilot and the selected six (6) priority Danielson's Teacher Competencies.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Action Plan: The action plan includes the following:**

- **The Principal's participation in the Talent Management Pilot Program**
- **The inclusion of at the Assistant Principal and at least two teachers in the turn-key Talent Management team**
- **The familiarization with and the use of the targeted Danielson's Teacher Competencies and Rubrics for Observations**
- **Principal's participation in the Talent Management Pilot professional development and workshops.**
- **Principal working with the Talent Management coach to fully implement Danielson and develop consistency around the language and use of the rubrics**

**To utilize ARIS and the Talent Management tool within ARIS to write observations and share the observations.**

**Evidence:** The evidence will come from the review of:

- **Web-based data available in ARIS concerning teacher observations and the levels of competencies**
- **“Written” logs, observations, and feedback for each teacher throughout the academic year.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
  - assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
  - sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
  - supporting parental involvement activities as requested by parents;
  - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
  - advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Frequent observations will help assist in ensuring that current staff become highly qualified.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Goal 2: All teachers will receive frequent observations and feedback based on Danielson's framework of rubrics and competencies.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Measurable Objective: By June 2012 all teachers will have received at least two full-period observations and four partial-period observations, with follow-up oral and written feedback consistent with the recommended practices of the Talent Management Pilot and the selected six priority Danielson's Teacher Competencies.**

### **Instructional strategies/activities**

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- b) strategies/activities that encompass the needs of identified student subgroups,
- c) staff and other resources used to implement these strategies/activities,
- d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

e) timeline for implementation.

**Action Plan:** The action plan includes the following:

- **School wide participation in the Talent Management Pilot Program**
- **Implementation of Danielson's framework of rubrics and teacher competencies**
- **Specific use of targeted professional development for the:**
  - **Introduction and familiarization of Danielson's domains, the teacher competencies, and the rubrics for observations**
  - **Discussions rooted in the critical language of the rubrics, self – assessment, and consistency of professional growth**
  - **Teacher development of a new (Danielson driven) intervisitation format**
  - **Debriefing on school wide trends and action planning**
  - **Professional goal setting**
- **Frequent observations with written / oral feedback components for all teachers**
- **Utilization of ARIS Learn and the Talent Management tool**

**Evidence:** The evidence will come from the review of:

- **Web-based data available in ARIS concerning teacher observations and the levels of competencies**
- **“Written” observations and feedback for each teacher through out the academic year.**
- **New intervisitation document**
- **Professional Goals from teachers**
- **Self-assessments**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
  - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
  - sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
  - supporting parental involvement activities as requested by parents;
  - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent

Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Frequent observations will help assist in ensuring that current staff become highly qualified.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Goal 3: All teachers will complete and implement curriculum units and student tasks that are aligned to the Common Core Standards, in particular Writing Standard #1 or Math Practice Standard #4.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Measurable Objective: By April 1<sup>st</sup>, all teachers will have implemented an approved unit and task imbedded in their curriculum map which includes a performance assessment aligned to either Common Core Writing Standard #1 or Math Practice Standard #4, depending on the discipline taught.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Action Plan: The action plan includes the following:**

- **Selective use of professional team meetings and professional development conferences for the:**
  - Selection and development of an approved unit and task that address Common Core Writing Standard #1 or Math Practice Standard #4.
  - Implementation and sharing of the selected “tasks”.
  - Analysis of student work around the task(s)
  - Reflection and revision

#### **Evidence: The evidence will come from the review of:**

- **The approved unit and tasks developed by the teachers**  
**Student work, rubrics, and assessments**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
  - assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
  - sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
  - supporting parental involvement activities as requested by parents;
  - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
  - advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Frequent observations will help assist in ensuring that current staff become highly qualified.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To continue to improve attendance rate.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

To continue to implement and revise strategies to improve student attendance by

- Targeting intervention for students with unsatisfactory attendance.
- Encouraging students with high attendance rate.
- Engaging all stakeholders in promoting and encouraging increased attendance.
- Creating a student sub-committee to develop strategies to target “attendance challenged” students.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Continue to improved outreach and attendance rate.**

Increased outreach by all stakeholders (inclusive of attendance teacher, guidance, parent coordinator, and all teachers)

Improved attendance rate for targeted students

Formation of a student sub-committee to help address student attendance

Our school attendance outreach plan is as follows:

- Latecomers sign school’s late log and receive passes to class (school aide)
- Official attendance taken 3<sup>rd</sup> period (3<sup>rd</sup> period teacher)
- Attendance taken every period (subject class teacher)
- Attendance sheets get scanned (attendance teacher)
- Calls are made to the home of absent / late students (attendance teacher, guidance, parent coordinator). Call are logged in the “outreach log”
- Attendance reversal for latecomers

List of absent students generated and shared with all teachers. Teachers sign and return sheets for accuracy in their subject class. This identifies

- a) students who may have cut or left early

- b) students who may have come in late and not signed in
- c) students following a different program
- d) possible errors made by the 3<sup>rd</sup> period teacher
- Attendance reversal as necessary after teacher feedback
- All teachers are required to call absent students and keep outreach log
- Targeted students in need of attendance intervention must:
  - a) have an action plan developed through case conferencing
  - b) have intervention documented in ILOG
  - c) have parent brought in for a conference
  - d) have home visit(s)
  - e) have ACS contacted as needed
- Attendance expectations is part of the school contract
- Attendance expectations is part of the Parent Handbook
- Awards and celebrations for students with excellent attendance
- Awards and celebrations for students with improved attendance
- Student sub-committee will target between 5-10 “attendance challenged” students
- Student sub-committee will plan strategies to encourage “attendance challenged” students

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Continued implementation of attendance outreach strategies**

**School Leadership**

Case conferences

Home visits and outreach logs (ILOG)

Parent Conferences

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Frequent observations will help assist in ensuring that current staff become highly qualified.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	10	20	20	15	8	0	0	0
<b>10</b>	10	20	20	15	5	2	0	0
<b>11</b>	10	10	10	10	2	3	0	0
<b>12</b>	10	10	10	10	1	3	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA:</b> <b>PM School</b> <b>After school tutoring</b>	<p><b>Students are required to attend PM school classes for deficient English credits. These classes are held two days out of the week and continue for the entire semester.</b></p> <p><b>Tutoring is available 5 days a week to help support the English curriculum and assist students with research skills and project requirement support.</b></p> <p><b>Regents prep is the main focus of the intervention.</b></p>
<b>Mathematics:</b> <b>PM School</b> <b>After school tutoring</b>	<p><b>Students are required to attend PM school classes for deficient Math credits. These classes are held two days out of the week and continue for the entire semester.</b></p> <p><b>Tutoring is available 5 days a week to help support the Math curriculum and assist students with research skills and project requirement support.</b></p> <p><b>Regents prep is the main focus of the intervention.</b></p>
<b>Science:</b> <b>PM School</b> <b>After school tutoring</b>	<p><b>Students are required to attend PM school classes for deficient Science credits. These classes are held two days out of the week and continue for the entire semester.</b></p> <p><b>Tutoring is available 5 days a week to help support the Science curriculum and assist students with research skills and project requirement support.</b></p> <p><b>Regents prep is the main focus of the intervention.</b></p>
<b>Social Studies:</b> <b>PM School</b> <b>After school tutoring</b>	<p><b>Students are required to attend PM school classes for deficient Social Studies (Global and US History &amp; Government) credits. These classes are held two days out of the week and continue for the entire semester.</b></p>

	<p><b>Tutoring is available 5 days a week to help support the specific Social Studies curriculum and assist students with research skills and project requirement support.</b></p> <p><b>Regents prep is the main focus of the intervention.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor: One-on-One Parent Conferences</b></p>	<p><b>One-on-one counseling services are provided for students in danger of failing courses, promotion in doubt and/or students who have been suspended.</b></p> <p><b>Parent Conferences are required of all at-risk students.</b></p> <p><b>Participate in the assessment of student needs and outcomes.</b></p> <p><b>Daily assessment of students' performance.</b></p> <p><b>Provide and evaluate essential student support services in both General and Special Education.</b></p> <p><b>Increase in-service training and participate in staff development opportunity.</b></p> <p><b>Collaborate with the school community on health and counseling services.</b></p> <p><b>Provide informational material and organize student enrichment programs.</b></p> <p><b>Integrate balance literacy into student services.</b></p> <p><b>Review and maintain accurate student records and monitor the Cohorts.</b></p> <p><b>Provide a college information center.</b></p> <p><b>Maintain an ongoing relationship with parents and the school community.</b></p> <p><b>Continue to provide services for Special Education students.</b></p> <p><b>Provide after-school programming for Special Education and ELL population</b></p>

<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

BRONX HEALTH SCIENCES HS will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Michael Alcott</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>249</b>
School Name <b>Bronx Health Sciences HS</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Miriam Rivas</b>	Assistant Principal <b>Maudi Rodriguez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Erica Vargas-Catucci</b>	Guidance Counselor <b>Judith Alvarez/Noemi Estremera</b>
Teacher/Subject Area <b>Nicole Lauler/SPED-ELA</b>	Parent <b>Eleanor Brown</b>
Teacher/Subject Area <b>Kibia Meyers/SPED-Science</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Shanna Williams-Speech Provide</b>	Other <b>Michael Joseph-Anthony</b>
Network Leader <b>Michael Alcott</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>19</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>376</b>	Total Number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>6.12%</b>
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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. 

1. In order to identify ELLs and potential ELLs AT Bronx Health Sciences H.S., the HLIS is given to all students new to the system. This will identify any students eligible for the LAB-R. The HLIS is given to the parents by the Principal and/or Assistant Principal. The initial oral interview is conducted by the administrators and/or guidance counselor. The ESL teacher/coordinator administers and submits the LAB-R for all eligible students. Anyone who tests in is designated an ELL. Similarly, students who may be ELLs but were never tested are often identified by fellow teachers who have concerns about students. If a student's HLIS indicated that they were eligible to receive services, they are tested. When the NYSESLAT is to be administered, students are scheduled by the Assistant Principal to be in a secure room. The ESL teacher/coordinator administers each component of the test. The Listening, Reading, and Writing tests are administered first, in that sequence, and the Speaking is administered individually, usually before the other three components. A block of two 50-minute periods is reserved for each test, with a third period extension available for those who need to finish.

2. During the initial admission process, parents are interviewed and given the HLIS. If parents indicate a language other than English is spoken at home, they are asked whether they want their child to receive services from an ESL teacher. They are also informed the only option at our school is ESL, and advised to consider a different program if they want bilingual or dual language instruction for their child. The group of students who are eligible and elected to receive services is sorted out within the first four weeks of school.

3. The administrative and office staff work together to ensure the information is sent out based on the list of entitled students. They check off forms as received. If none are received, letters are sent out or parents are called in for a face to face conference.

4. If a student is identified as an ELL, parents are called and informed so. They are told the only program available is ESL, and given the option to keep the child in the ESL program or to look for a program better suited to meet the student's needs and the parents' wishes. We have a bilingual administration and office staff, and several bilingual teachers in the school, so communication is never an issue.

5. Out of surveys reviewed, 80% of parents chose ESL. The other 20% preferred bilingual education, but accepted ESL services since it was the only available option.

6. The freestanding ESL program model is largely aligned with parent requests. Those parents who would prefer another option often decide ESL is an acceptable alternative to bilingual education, due to the high caliber of teachers at Bronx Health Sciences H.S. No parent has elected to have their child removed for bilingual education not being offered.

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

##### I. Instruction

- A. The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.
  - B. The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.
- II. Organization of staff
- A. In our program model of ESL, the content area teachers and ESL teacher work closely together in a collaborative manner to deliver instruction. The students receive the mandated amount of instructional minutes, or more, according to this system. All students receive these services through co-teaching with an ELA teacher, push-in, and pull-out services (as needed).
- III. All content areas are delivered in English with scaffolded instruction with individual adaptations as needed, as well as small group and 1:1 assistance from the ESL teacher. Students also engage in collaborative school wide projects and presentations to enrich academic and communicative acquisition of English.
- IV. Differentiated Instruction
- A. SIFE students are identified through ATS and given special 1:1 attention, as well as tutoring to assist them in developing their BICS and CALP, as well as encouraged to work in native language study groups. Instruction is scaffolded through more clear instructions and modeling.
  - B. Newcomers are given small group, 1:1, as well as whole group instruction to assure they receive the mandated hours of service, as well as develop as quickly as possible in their acquisition of English. ELA Regents prep classes are available to help students pass the ELA Regents.
  - C. Students who have been in ESL for 4-6 years are given small group as well as whole group instruction to assure they receive the mandated hours of service, as well as develop as quickly as possible in transitioning from Intermediate and Advanced levels of English acquisition to proficient. ELA Regents prep classes are also available to help these students pass the ELA Regents.
  - D. Long-term ELLs are looked at on an individual basis through case conferencing with the ESL teacher and administration to try to help these students develop. Individual NYSESLAT scores are looked at to identify levels of weakness, and plans developed to help those areas become more developed.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self- Contained														0
Push-In										7	7	3	6	23
<b>Total</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>23</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	12

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	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	8	0	1	4	0	1	12	0	8	24	24
<b>Total</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>8</b>	<b>24</b>	<b>24</b>

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	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0
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
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

White (Non-Hispanic/Latino): \_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	5	1	4	13
Chinese														0
Russian														0
Bengali										1	1	0	1	3
Urdu										1	0	0	1	2
Arabic														0
Haitian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French										0	1	1	0	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	0	1	1	3
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>23</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

A: PROGRAMMING AND SCHEDULING INFORMATION (11X249)

1. Instruction
  - A. The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.
  - B. The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.
2. Organization of staff
  - A. In our program model of ESL, the content area teachers and ESL teacher work closely together in a collaborative manner to deliver instruction. The students receive the mandated amount of instructional minutes, or more, according to this system. All students receive these services through co-teaching with an ELA teacher, push-in, and pull-out services (as needed).

## A. Programming and Scheduling Information

3. All content areas are delivered in English with scaffolded instruction with individual adaptations as needed, as well as small group and 1:1 assistance from the ESL teacher. Students also engage in collaborative school wide projects and presentations to enrich academic and communicative acquisition of English.
  
4. Differentiated Instruction
  - A. SIFE students are identified through ATS and given special 1:1 attention, as well as tutoring to assist them in developing their BICS and CALP, as well as encouraged to work in native language study groups. Instruction is scaffolded through more clear instructions and modeling.
  - B. Newcomers are given small group, 1:1, as well as whole group instruction to assure they receive the mandated hours of service, as well as develop as quickly as possible in their acquisition of English. ELA Regents prep classes are available to help students pass the ELA Regents.
  - C. Students who have been in ESL for 4-6 years are given small group as well as whole group instruction to assure they receive the mandated hours of service, as well as develop as quickly as possible in transitioning from Intermediate and Advanced levels of English acquisition to proficient. ELA Regents prep classes are also available to help these students pass the ELA Regents.
  - D. Long-term ELLs are looked at on an individual basis through case conferencing with the ESL teacher and administration to try to help these students develop. Individual NYSESLAT scores are looked at to identify levels of weakness, and plans developed to help those areas become more developed.
  - E. ELLs with special needs are also looked at on an individual basis through case conferencing with the ESL teacher, special education teacher, and administration to try to help these students develop. Individual NYSESLAT scores are looked at to identify levels of weakness, and plans developed to help those areas become more developed. These students also receive 1:1 instruction and assistance indicated in their IEPs
  
5. In terms of targeting ELLs in the content areas of math, social studies, and other areas, there are services offered ranging from 1:1 tutoring, small group lunchtime tutoring, P.M. school, as well as push-in services from a licensed ESL teacher. These services are offered in English, with L1 scaffolds as needed.
  
6. For newly proficient ELLs, they remain in mainstream classes but are closely monitored and offered tutoring and extra help as needed. Open communication about students' individual needs between faculty and staff makes this possible.
  
7. For the upcoming school year, new programs being implemented are clubs for students to become part of, such as a chess club and writing club. There are also smaller classes to target students who need extra help..

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

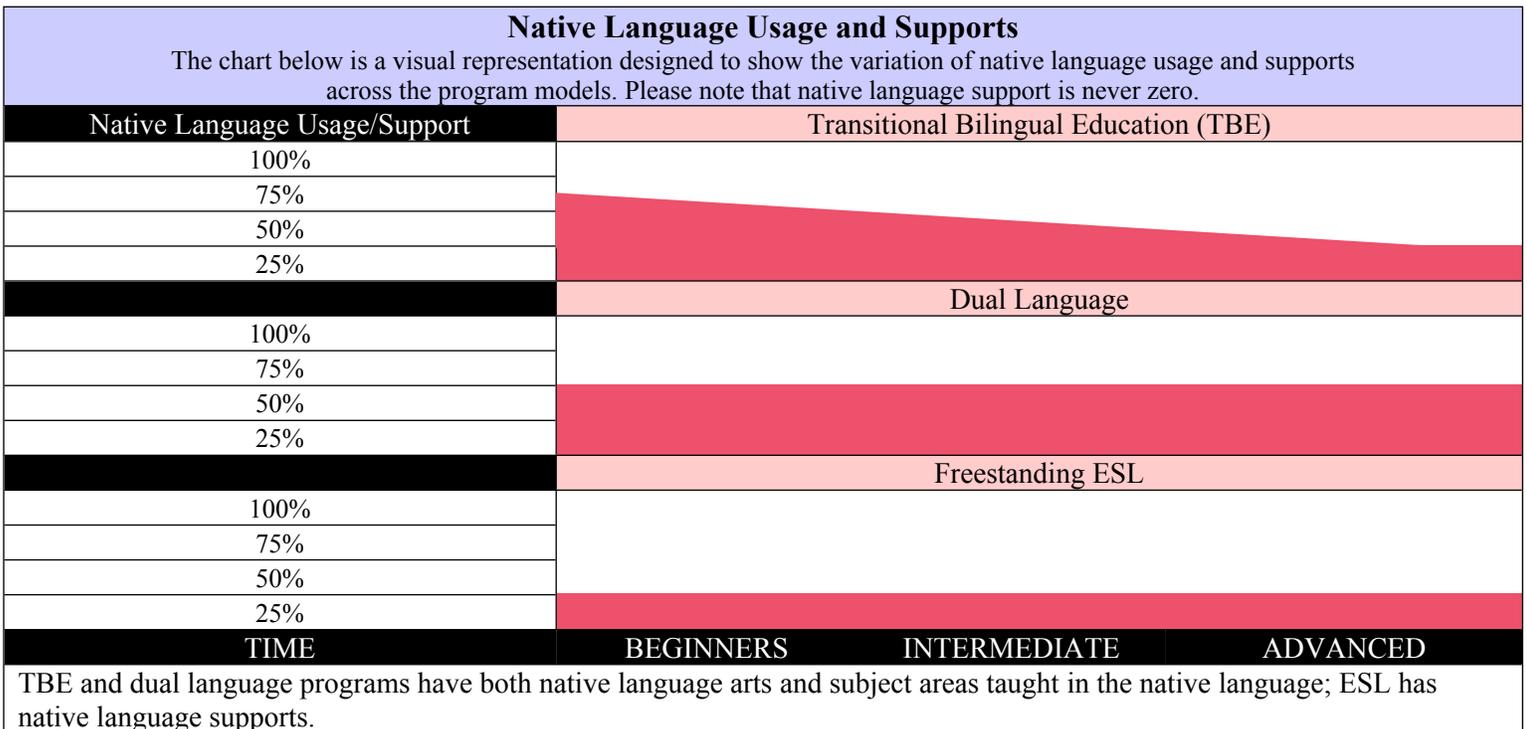
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. In terms of targeting ELLs in the content areas of math, social studies, and other areas, there are services offered ranging from 1:1 tutoring, small group lunchtime tutoring, P.M. school, as well as push-in services from a licensed ESL teacher. These services are offered in English, with L1 scaffolds as needed.
9. For newly proficient ELLs, they remain in mainstream classes but are closely monitored and offered tutoring and extra help as needed. Open communication about students' individual needs between faculty and staff makes this possible.
10. For the upcoming school year, new programs being implemented are clubs for students to become part of, such as a chess club and writing club. There are also smaller classes to target students who need extra help.
11. No services will be discontinued for ELLs.
12. ELLs are allowed to join all clubs and programs, and take the same classes as mainstreamed students with their mainstream classmates. P.M. school, mentoring, 1:1 tutoring are all offered to help the ELLs progress.
13. Laptops, a computer lab, projectors, transparencies, adapted texts, and audio tapes are available for ELLs, and are often used in the classrooms.
14. L1 support is offered through bilingual texts and dictionaries, as well as flexible grouping during projects and classwork.
15. All services do correspond to ELLs ages and grade level.
16. There is a summer institute available to all students in the school. This helps prepare the students for the upcoming school year.
17. Spanish is offered as an elective.

## 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

N/A

### D. Professional Development and Support for School Staff

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

1. The ESL teacher goes to a variety of professional developments offered through Bronx BETAC, and biweekly professional developments for all school faculty.
2. The ESL teacher offers professional development presentations as to differentiated instruction and ways to assist ELLs throughout the content areas. She also describes how to recognize level 1-4 students, and how to help each student accordingly.
3. Monthly (occasionally bi-monthly) the ESL teacher will offer mini P.D.s regarding issues ELLs face, and how to best support them.

### 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?

1. Parents are actively involved in after school meetings, as well as helping with school-wide events such as talent shows. Parents are also invited to help evaluate student projects at our bi-annual science fairs.
2. The school does not currently pair with outside agencies to provide workshop for parents of ELLs.
3. Weekly phone calls to parents and letters home are sent to evaluate parents' needs, and to inform them of their child's progress. Parents are also called in for school meetings to discuss situations and their child's needs.
4. The above listed activities help keep parents in the loop as to their child's needs and progress, as well as keeps the chain of communication open between administration, staff, parents, and students.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	0	0	2
Intermediate(I)										1	7	3	4	15
Advanced (A)										1	0	1	2	4
Total	0	0	0	0	0	0	0	0	0	4	7	4	6	21

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>										0	0	0	0
	<b>I</b>										1	0	0	2
	<b>A</b>										1	2	2	3
	<b>P</b>										2	4	1	1
READING/ WRITING	<b>B</b>										2	0	0	0
	<b>I</b>										1	7	2	4
	<b>A</b>										1	0	1	2
	<b>P</b>										0	0	0	0

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7			
Integrated Algebra	6			
Geometry	7			
Algebra 2/Trigonometry	10			
Math				
Biology	6			
Chemistry	7			
Earth Science	0			
Living Environment	6			
Physics	3			
Global History and Geography	6			
US History and Government	7			
Foreign Language	7			
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**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.

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

## Additional Information

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

N/A

## Part VI: LAP Assurances

School Name: <b>Bronx Health Sciences HS</b>		School DBN: <b>11X249</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Rivas	Principal		12/1/11
Maudi Rodriguez	Assistant Principal		12/1/11
N/A	Parent Coordinator		12/1/11
Erica Vargas-Catucci	ESL Teacher		12/1/11
Eleanor Brown	Parent		12/1/11
Nicole Lauer	Teacher/Subject Area		12/1/11
Kibia Meyers	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
Judith Alvarez Noemi Estremera	Guidance Counselor		12/1/11
Michael Alcoff	Network Leader		12/1/11
Michael Joseph-Anthony	Other <u>Achievement Coach</u>		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **11X249** School Name: **Bronx Health Sciences HS**

Cluster: \_\_\_\_\_ Network: **Empowerment**

**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**

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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.

During the initial admission process, parents are interviewed and given the HLIS. If parents indicate a language other than English is spoken at home, they are asked whether they want their child to receive services from an ESL teacher. They are also informed the only option at our school is ESL, and advised to consider a different program if they want bilingual or dual language instruction for their child. The group of students who are eligible and elected to receive services is sorted out within the first four weeks of school.

The administrative and office staff work together to ensure the information is sent out based on the list of entitled students. They check off forms as received. If none are received, letters are sent out or parents are called in for a face to face conference.

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.

If a student is identified as an ELL, parents are called and informed so. They are told the only program available is ESL, and given the option to keep the child in the ESL program or to look for a program better suited to meet the student's needs and the parents' wishes. We have a bilingual administration and office staff, and several bilingual teachers in the school, so communication is never an issue.

Out of surveys reviewed, 80% of parents chose ESL. The other 20% preferred bilingual education, but accepted ESL services since it was the only available option.

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

