



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX ACADEMY OF HEALTH CAREERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X290

PRINCIPAL: MARVIA LINDSAY **EMAIL:** MLINDS@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE 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
MARVIA LINDSAY	*Principal	
ARLENE MCNEAL	*UFT Chapter Leader	
TANYA CARRION	*PA/PTA President	
RAYMOND BOOTHE	DC 37 Representative	
CHANTEL MONTCRIEFFE DANICA ARAGON	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
OLIVE LAIDFORD	PARENT	
WILLIAM ANIANWU	PARENT	
MARLENE BRIGHT	PARENT	
SHARON SAMUEL	STAFF	
JUDE ADENIJI	STAFF	
JANET MASON	PARENT	

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.

To increase the graduation rate to 72% by June 2012

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.

We need to improve the graduation rate in order to have more students graduate on time, and close the gap between our current graduation rate and the expectation of the NYSED.

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) Provide tutoring , credit recovery and Regents prep classes after school and on Saturday. ,
 - b) Teachers licensed in the subject areas will be hired to tutor and prepare the students for the Regents. They will utilize audiovisual aids , promote small group activities to engage students. Peer tutors will assist their fellow students.
 - c) Grade level and content area teams will work with the data which is available in ARIS and ATS to identify seniors at risk of failing courses and provide them with the necessary interventions. Teachers will provide baseline assessments at the start of the semester, mid term and during the weeks before the Regents exam to evaluate their progress.
 - d) By January 2012 at least 50% of the students who have not passed all their Regents will do so. By June 2012, 80% will do so.

Strategies to increase parental involvement

- Parents will be invited to meet with our grade 12 team when their children are at risk for failure. The team will recommend interventions . The guidance counselor will also meet with parents and their students and provide them with a clear outline of what needs to be done and have them sign a contract acknowledging that they are in agreement.

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.
- The school will continue to make a focused effort to hire teachers who are licensed by visiting job fairs, colleges and through the DOE's New Teacher finder. Teachers who are not licensed in the subject they teach will be encouraged to gain the necessary courses needed and provided with Title 1 funds to gain accreditation in the subject.

Service and program coordination

The school will provide conflict resolution if the students have problems with others; recommend eligible students to anger management programs provided by the mental health clinic in our campus; evaluate students with academic deficiencies for Special Education services; provide ESL classes for ESL students at risk for failure. The attendance team will utilize a variety of strategies including home visits, collaborating with the Administration for Children Services and incentives to improve student attendance.

Metrocards and snacks will be provided to students who attend the Saturday program. The school will also continue to assist families with the purchase of the school uniform.

Budget and resources alignment

- Title 1 and FSF funds will be used to pay for per session to teachers who tutor after school and on Saturday, and for per session to the Attendance teacher for weekend home visits.. Title III funds will be used to pay the ESL teacher and purchase needed supplies.

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.
- By June 2012 we will increase by at least 8% the number of minority males in the Class of 2012 who graduate on time.

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.

This goal is necessary to meet the requirements for AYP.

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) Senior male students at risk for failure will be provided with mentors, taken on all male college trips, provided with tutoring, opportunities for credit recovery and accumulation, and scheduled for Regents preparation classes. These opportunities will be offered after school and on Saturdays.
 - b) In addition to their teachers we will recruit mentors from all members of our school community who show interest and are known to have a positive impact on students.
 - c) The grade 12 team including the teachers of grade 12, the guidance counselor will collaborate with the Data team, Assistant Principal, and Principal to identify the male students who are at risk for failure. They will identify and match mentors with the students, and encourage students to attend the programs provided for 'getting on track'. Students who need to be evaluated for Special Ed support services or mental health counseling will be recommended for that.
 - d) By February 2012, 50% of all males who are off track will have passed the necessary courses and/or Regents to be on track for graduation. By June 2012 at least 80% will do so.

Strategies to increase parental involvement

- Parents will be invited to meet with our grade 12 team when their children are at risk for failure. The team will recommend interventions. The guidance counselor will also meet with parents and their students and provide them with a clear outline of what needs to be done and have them sign a contract acknowledging that they are in agreement.

Strategies for attracting Highly Qualified Teachers (HQT)

The school will continue to make a focused effort to hire teachers who are licensed at job fairs, colleges and through New Teacher finder. Teachers who are not licensed in the subject they teach, will be encouraged to gain the necessary courses needed and provided with Title 1 funds to gain accreditation in the subject.

Service and program coordination

The school will provide conflict resolution if the students have problems with others; recommend eligible students to anger management programs provided by the mental health clinic in our campus; evaluate students with academic deficiencies for Special Education services; provide ESL classes for ESL students at risk for failure. The attendance team will utilize a variety of strategies including home visits, collaborating with the Administration for Children Services and incentives to improve attendance. Metrocards and snacks will be provided to students who attend the Saturday program. The school will also continue to assist families with the purchase of the school uniform.

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.

Title 1 and FSF funds will be used to pay for per session to teachers who tutor after school and on Saturday, and for per session to the Attendance teacher for weekend home visits.. Title III funds will be used to pay the ESL teacher and purchase needed supplies.

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.

To increase by 10% the number of Special Education students who pass the ELA Regents with a 55 or the RCT Reading by June 2012.

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.

The analysis of the ELA Regents/RCT Reading outcomes show that students in Special Education are having difficulty passing these examinations.

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) Where possible all Special Education self contained classes will be given an additional Reading class. Students will be taught vocabulary and reading comprehension skills. Students with low reading levels will be paired with a peer tutor from the senior class.
 - b) The New Visions LDF will provide professional development in literacy development to the Special Ed teachers. Peer tutors will be trained in the skills of tutoring reading.
 - c) The Special Education team will develop a baseline of the students reading levels and identify the main areas of weakness for each student. They will agree on the interventions to be used for the students and implement these strategies. They will analyze student work at their weekly meetings to monitor student progress, and provide another assessment at the end of the semester.
 - d) October 2011 : PD in Literacy Development for Sp. Ed teachers; December 2011 senior students are peer tutoring ; January 2012 second assessment given; June 2012 final assessment given.

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.

Parents will be invited to meet with our Special Ed team when their children are at risk for failure. The team will explain the interventions being offered. The guidance counselor will also meet with parents and their students and provide them with a clear outline of what needs to be done and have them sign a contract acknowledging that they are in agreement. There will be an end of term ceremony to celebrate success.

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.

The school will continue to make a focused effort to hire teachers who are licensed at job fairs, colleges and through New Teacher finder. Teachers who are not

licensed in the subject they teach, will be encouraged to gain the necessary courses needed and provided with Title 1 funds to gain accreditation in the subject.

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.

The school will provide conflict resolution if the students have problems with others; recommend eligible students to anger management programs provided by the mental health clinic in our campus; provide ESL classes for ESL students at risk for failure.

The attendance team will utilize a variety of strategies including home visits, collaborating with the Administration for Children Services and incentives to improve attendance. Metrocards and snacks will be provided to students who attend the Saturday program. The school will also continue to assist families with the purchase of the school uniform.

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.

Title 1 and FSF funds will be used to pay for per session to teachers who tutor after school and on Saturday, and for per session to the Attendance teacher for weekend home visits.. Title III funds will be used to pay the ESL teacher and purchase needed supplies.

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 increase to 70% the percentage of students in the lowest third of the 9, 10 and 11th grades who earn 10 or more credits by June 2012.

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.

According to the data in our latest Progress Report, the percentage of students in the lowest third passing 10 or more credits was less than 70%. The passing rate ranged from 44.4%-68.6%. We wish to move this passing rate to 70% by next year.

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) Students in this subgroup will be targeted for extra help and support. They will be given counseling for conflict resolution and emotional/mental health issues when necessary, incentives to attend more regularly, counseling regarding the requirements for graduation, and if necessary they will be evaluated for Special Education services. Tutoring and credit recovery, will be provided for these students.
 - b) All teachers in the grade level teams will collaborate to agree upon strategies to use as interventions; invite parents in for conferences; utilize effective strategies to generate students' interest and provide opportunities for remediation and credit recovery
 - c) Teams of teachers meet weekly to identify students at risk and develop strategies for remediation
 - d) Marking Period 2 : 75 % of the subgroup have passed at least 5 classes. January 2012: 75% of the subgroup have earned at least 5 credits. . May 2012: 75% passed 5 classes or more. June 2012: 70% have earned 10 or more credits

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.
- Parents will be invited to meet with our grade teams when their children are at risk for failure. The teams will recommend interventions . The guidance counselors will also meet with parents and their students and provide them with a clear outline of what needs to be done and have them sign a contract acknowledging that they are in agreement.

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.

The school will continue to make a focused effort to hire teachers who are licensed at job fairs, colleges and through New Teacher finder. Teachers who are not licensed in the subject they teach, will be encouraged to gain the necessary courses needed and provided with Title 1 funds to gain accreditation in the subject.

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.

The school will provide conflict resolution if the students have problems with others; recommend eligible students to anger management programs provided by the mental health clinic in our campus; provide ESL classes for ESL students at risk for failure.

The attendance team will utilize a variety of strategies including home visits, collaborating with the Administration for Children Services and incentives to improve attendance. Metrocards and snacks will be provided to students who attend the Saturday program. The school will also continue to assist families with the purchase of the school uniform.

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.

Title 1 and FSF funds will be used to pay for per session to teachers who tutor after school and on Saturday, and for per session to the Attendance teacher for weekend home visits.. Title III funds will be used to pay the ESL teacher and purchase needed supplies.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9							45	
10		48	52				5	
11								
12								

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
ELA	Regents prep, credit recovery
Mathematics	Regents prep, credit recovery
Science	Regents prep, credit recovery
Social Studies	Regents prep, credit recovery
At-risk Services provided by the Guidance Counselor	Counseling for improving mental, emotional and social health
At-risk Services provided by the School Psychologist	Counseling for anger management, school phobia, depression
At-risk Services provided by the Social Worker	Counseling to deal with problems, manage anger and improve attendance.
At-risk Health-related Services	

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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 our school. Therefore, our school, 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. Our school 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;

Our school'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, our school 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 1st 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;

Our school 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

Our school, 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 1st 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 D. Maldonado/ B. Gambino	District 11	Borough Bronx	School Number 290
School Name The Bronx Academy of Health Careers			

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

Principal Marvia Lindsay	Assistant Principal Marlyn Rogers
Coach	Coach
ESL Teacher N. Hamilton	Guidance Counselor M. Kinyon
Teacher/Subject Area S. Jefferson/ELA	Parent T. Carrion
Teacher/Subject Area C. Andrew/ELA	Parent Coordinator
Related Service Provider A. Deville	Other
Network Leader B. Gambino	Other

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	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 education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	512	Total Number of ELLs	38	ELLs as share of total student population (%)	7.42%
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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. 

The ELL identification process is completed within the first 10 days of enrollement. Specifically, the parents of all new students are requested to complete a Home Language Identification Survey (HLIS). If the student's home language is determined to be other than English or his/her native language is other than English, an informal interview is conducted in English by the ESL Coordinator. If the parent does not speak or understand English, the interview is conducted in the native language with a staff member who speaks the language providing translation. If, in the event, the parent speaks a low incidence language and there is no staff member who speaks that language, we will utilize the services of the Translation and Intrepretation Unit of the NYCDOE. The student is then administered the LAB-R. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is administered the Spanish LAB BY THE esl Program Coordinator. The parent is asked to complete a Parent Survey and Program Selection form. If the parent selects a program other than Freestanding ESL, she is given the choice of placing her child at our school or contacting the Office of Enrollment at Zerega Avenue, Bronx for a bilingual placement. If she chooses to have her child remain at our school, the student is scheduled for the appropriate number of ESL classes in accordance with his/her proficiency level, i.e., beginning, intgermediate or advanced. Our fully licensed ESL Program Coordinator, Dr. L. helms, is responsible for conducting the initial screening, adminisering the HLIS, the LAB-R and Spanish LAB when required, and the formal initial assessment. She stores both the completed HLIS and Parent Survey and Program Selection forms in the student's file.

To ensure that all our ELLs take the NYSESLAT each spring, our ESL Program Coordinator, Dr. Loretta Helms, generates the RLER and RLAT ATS reports which identify those students who are eligible to take the the test. Parents of all elible students are notified by mail in English and Spanish of the date the NYSESLAT will be administered to ensure that all students are present. A week prior to the administration of the NYSESLAT, our ESL Program Coordinator conducts a simulated NYSESLAT administration using New York State NYSESLAT samplers.

2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL), we invite the parents of all newly enrolled ELLs, if any, to our Parent Orientation Meeting at the beginning of the school year. At the meeting our Principal, Ms. Marvia Lindsay explains the three ELL programs offered through out the city and the Free-standing ELL program offered at our school. Parents are given the opportunity to complete the HLIS, the Parent Survey and Program Selection Form and to ask questions. For those parents who do not attend our orientation meeting, we contact the parent and ask her to report to the school at which time we provide an one-on-one orientation. The parent is provided with an orientation packet, including the HLIS and the Parent Survey and Program Selection forms. This process takes place within the first 10 days of school and on a rolling basis throughout the year when/if new students register.

3. After newly enrolled ELLs are identified, our ESL Program Coordinator mails entitlement/placement letters home to their parents explaining the services their children will receive. At the same time, continued entitlement letters are sent to the parents of students who did not pass the spring administration of the NYSESLAT, while non-entitled letters are sent to the parents of those students who reached proficiency. As mentioned above, if the parent of a newly identified ELL does not attend our orientation meeting, we contact

her by telephone and ask her to come to the school for a one-on-one orientation. It is during this meeting that we request that the parent complete a Parent Survey and Program Selection form. In the event that a parent can not come into the school to complete the form, we send it home with her child. We make every effort to get the form completed and placed in the student's file.

4. Currently we have less than 20 students in each grade with the same language; hence there are not enough students to form a bilingual program. At our Parent Orientation meeting and in face-to-face interviews we explain this situation to the parents of ELLs.

During our initial Parent Orientation meeting and there-after in consulting and communicating with parents, we utilize the expertise of staff members who speak Spanish and other languages spoken by the parents of ELLs. Should the need arise, we will utilize the services of the NYCDOE Translation and Intrepretation Unit.

5. After reviewing the Parent Survey and Program Selections forms for the past three years, we have determined that the trend in program choices that parents have requested is our Freestanding ESL program. During this period only one parent has requested a bilingual placement. She was given the option of reporting to the Office of Enrollment located at Zerega Avenue in the Bronx to seek a bilingual school or place her child in our Freestanding ESL program. This parent opted to keep her child at our school rather than experience the inconvenience of traveling outside her neighborhood.

6. As explained above, the Freestanding ESL program model at our school is aligned with parent requests. In the rare event that a parent requests an alternate program, we refer him or her to the Office of Enrollment at Zerega Avenue, Bronx. Should our ELL enrollment significantly increases in the future, we will follow CR Part 154 mandates and establish a Bilingual Program to meet their needs.

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

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	0					0
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained										2	2	2	2	8
Push-In										0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	15

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	0	3	9	0	3	15	0	8	38
Total	14	0	3	9	0	3	15	0	8	38

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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										9	7	9	3	28
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other										4	2	1	1	8
TOTAL	0	14	10	10	4	38								

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?

1. Instruction at The Bronx Academy of Health Careers is delivered through Departmentalized ESL classes and content courses that infuse ESL strategies; the program model is Heterogeneous. The language of instruction is English; however, our teachers use native language support where possible to make content comprehensible.

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

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

4. To ensure that ELLs are appropriately evaluated in their native language we take the necessary steps to initially identify students who may be ELLs. These steps include administering the HLIS, conducting an informal oral interview in English and in the native language

A. Programming and Scheduling Information

with translations provided by either a staff member or the Translation and Interpretation Unit, and the administration of the LAB-R. As previously explained, if a student does not score at the required cut-off point on the LAB-R, he is then administered the Spanish LAB (if his home language is Spanish) to determine language dominance.

Additionally we have acquired bilingual glossaries for the use of our ELLs, and for Regents exams, students who request them are given both the English and native language versions of tests.

5. For all our ELL subgroups including SIFE (currently we have none), newcomers, 4-6 years, Long-Term and special needs ELLs, we differentiate instruction following the guidelines of three bodies of research: Brain-based Research on Learning, Learning Styles and Multiple Intelligences and Authentic Assessment. Specifically we plan instruction around five basic steps:

Step 1: Get to Know the Student - We survey the student's past performance records to determine his/her capabilities.

Step 2: Use Various Teaching Strategies: - We use Direct Instruction, Inquiry-based Learning, Cooperative Learning and Information Processing Strategies such as reciprocal teaching, graphic organizing, scaffolding and KWL.

Step 3: Use a Variety of Instructional Activities - We create activities that vary in level of complexity and degree of abstract thinking required.

Step 4: Use Alternate Ways to Evaluate Student Progress - To allow our students to demonstrate authentic learning, we use various assessment techniques including rubrics, performance-based assessment, open-ended assessment, and knowledge mapping. Additionally, we attempt to offer students a choice of projects that reflect a variety of learning styles and interests.

6. As explained in Question #3, research has shown that instructional programs with high levels of rigor and support result in higher achievement for all ELLs, including students with disabilities, therefore we use the same level of instructional materials for all our ELLs as with our non-ELLs. All content area classes are taught in English using scaffolding strategies to make content comprehensible.

7. Currently we have a total of 13 ELL-SWDs. Seven (7) of these students are placed in Collaborative Team-Teaching classes which allow them to be with non-ELL peers throughout the school day and to receive the same level of instruction as they receive. One (1) student is placed in the general education program and receives SETSS. The remaining five (5) are in self-contained special education classes where the teachers use differentiated instruction, scaffolding strategies, the SMART Board, and supplemental content area materials. As students achieve a certain level in content areas subjects, special education teachers use flexible scheduling to place them in general education classes for those particular subjects.

We ensure that our ELL-SWDs receive all services mandated on their IEPs including testing accommodations that provide our students with an equal opportunity to participate in all test administrations. These accommodations are implemented for classroom as well as standardized test administrations. They include extended time, special location, and directions read and reread aloud.

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:

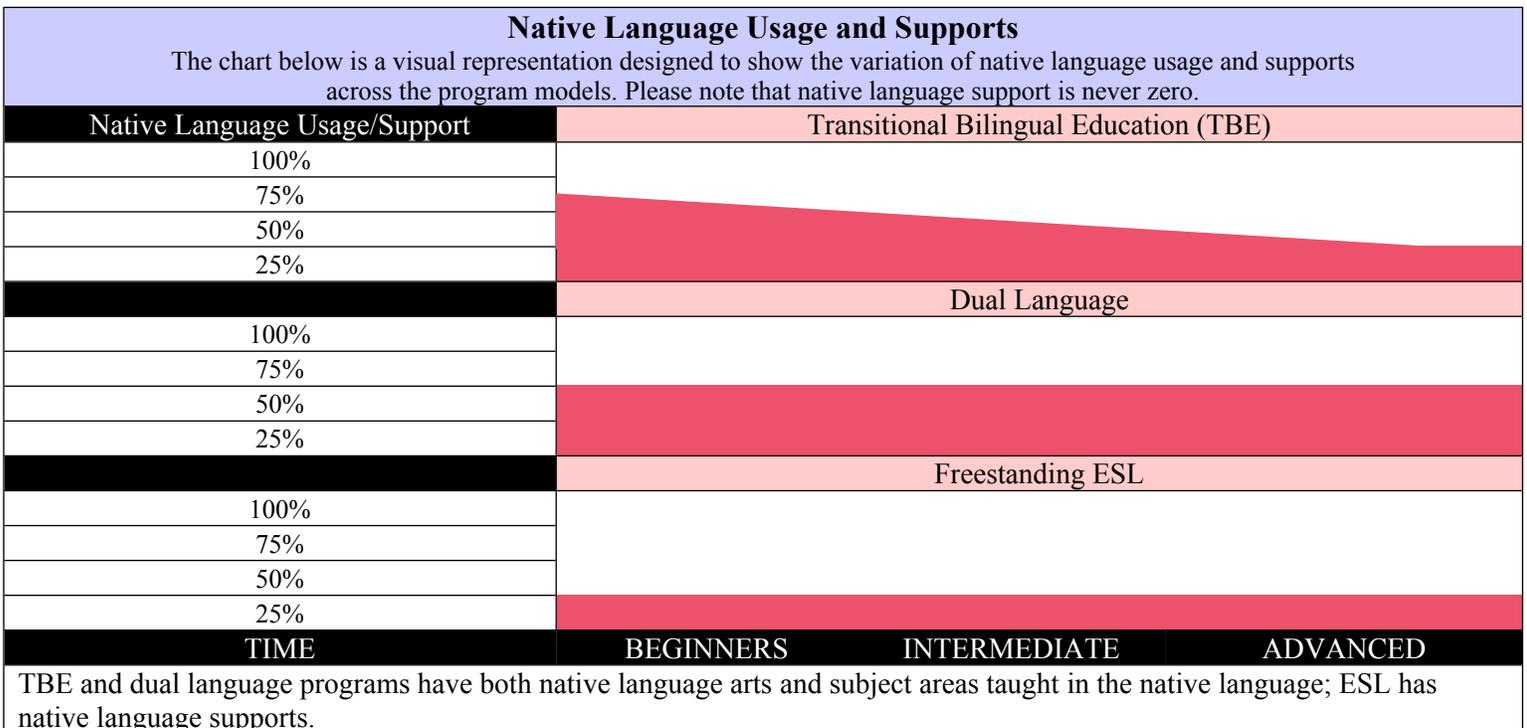
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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?

8. To further ensure that our entire ELL population, including SIFE, newcomers, 4-6 years, Long-Term and special needs students improve their linguistic and academic abilities so that they become English proficient and meet State standards, The Bronx Academy of Health Careers offers an English Language Learner (ELL) Saturday Academy for our ELL population. All 38 of our ELL students, grades 9 through 12, are invited and encouraged to attend. The after-school program is a year-long program. The Saturday Academy runs from September 2011 through May 2012 during the hours of 9:00 a.m. – 12:00 p.m. and includes two sessions: Session A from 9:00 a.m. – 10:30 a.m. and Session B from 10:30 a.m. – 12:00 p.m. Classes offered are Intensive ESL, social studies and science. The service providers are all fully licensed in their respective content areas. The instructional mode is a team-teaching approach; the ESL teacher and the science teacher forms a team in Session A and the ESL teacher and social studies teacher in Session B. All our ELL students are programmed for both sessions. Teachers give a pre-and post- unit assessment per unit of study. This data is collected, recorded and analyzed daily, weekly and monthly. Information from this data analysis is used weekly at our Professional Learning Team Meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction.

The language of instruction is in English with native language support as needed.

9. For students who reach proficiency on the NYSESLAT, we provide two years of ESL transitional support. Also we ensure that they receive the same testing modifications as ELLs on all classroom and State Assessments.

10. No new programs are currently being considered for the upcoming school year.

11. We do not anticipate discontinuing any of our current programs/services for ELLs since we have seen favorable results.

12. Our instructional programs have high levels of rigor and support to ensure that all of our students, ELLs and non-ELLs, achieve high academic achievement. We ensure that they are afforded equal access to all school programs, including technology. We have a computer lab that all students have access to for completing assignments and special projects. Our ELLs are encouraged to participate in our annual Cultural Fair and all other school assemblies and activities. All subgroups of ELLs are invited and encouraged to participate in our Saturday ELL Academy.

13. In addition to the regular classroom instructional materials that all our students use, our ELLs use Sadlier-Oxford's Grammar for Writing which includes a complete course in grammar, usage, and mechanics, with an emphasis on writing. We also utilize Getting Ready for the NYSESLAT, Getting Ready for the English Regents Essays and SIFE Classroom Library for our ELL Saturday Academy. To further support ELLs, all classroom teachers use either a SMART Board or LCD screens as a teaching tool. Science, math, social studies, ELA and ESL teachers are able to use the internet to access content area sites to support and enhance their lessons. All students have use of our computer lab to do research and complete projects on a whole class and individual basis. ELL students are encouraged to use the computer lab to practice and improve grammar/conventions usage at various sites designed specifically for ELLs.

14. Native language support is provided in our Free-standing ESL program through the use of bilingual dictionaries, staff members and students who speak Spanish and other languages.

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?

8. To further ensure that our entire ELL population, including SIFE, newcomers, 4-6 years, Long-Term and special needs students improve their linguistic and academic abilities so that they become English proficient and meet State standards, The Bronx Academy of Health Careers offers an English Language Learner (ELL) Saturday Academy for our ELL population. All 38 of our ELL students, grades 9 through 12, are invited and encouraged to attend. The after-school program is a year-long program. The Saturday Academy runs from September 2011 through May 2012 during the hours of 9:00 a.m. – 12:00 p.m. and includes two sessions: Session A from 9:00 a.m. – 10:30 a.m. and Session B from 10:30 a.m. – 12:00 p.m. Classes offered are Intensive ESL, social studies and science. The service providers are all fully licensed in their respective content areas. The instructional mode is a team-teaching approach; the ESL teacher and the science teacher forms a team in Session A and the ESL teacher and social studies teacher in Session B. All our ELL students are programmed for both sessions. Teachers give a pre-and post- unit assessment per unit of study. This data is collected, recorded and analyzed daily, weekly and monthly. Information from this data analysis is used weekly at our Professional Learning Team Meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction.

The language of instruction is in English with native language support as needed.

9. For students who reach proficiency on the NYSESLAT, we provide two years of ESL transitional support. Also we ensure that they receive the same testing modifications as ELLs on all classroom and State Assessments.

10. No new programs are currently being considered for the upcoming school year.

11. We do not anticipate discontinuing any of our current programs/services for ELLs since we have seen favorable results.

12. Our instructional programs have high levels of rigor and support to ensure that all of our students, ELLs and non-ELLs, achieve high academic achievement. We ensure that they are afforded equal access to all school programs, including technology. We have a computer lab that all students have access to for completing assignments and special projects. Our ELLs are encouraged to participate in our annual Cultural Fair and all other school assemblies and activities. All subgroups of ELLs are invited and encouraged to participate in our Saturday ELL Academy.

13. In addition to the regular classroom instructional materials that all our students use, our ELLs use Sadlier-Oxford's Grammar for Writing which includes a complete course in grammar, usage, and mechanics, with an emphasis on writing. We also utilize Getting Ready for the NYSESLAT, Getting Ready for the English Regents Essays and SIFE Classroom Library for our ELL Saturday Academy. To further support ELLs, all classroom teachers use either a SMART Board or LCD screens as a teaching tool. Science, math, social studies, ELA and ESL teachers are able to use the internet to access content area sites to support and enhance their lessons. All students have use of our computer lab to do research and complete projects on a whole class and individual basis. ELL students are encouraged to use the computer lab to practice and improve grammar/conventions usage at various sites designed specifically for ELLs.

14. Native language support is provided in our Free-standing ESL program through the use of bilingual dictionaries, staff members and students who speak Spanish and other languages.

15. All required services support and resources correspond to our ELL students' ages and grade levels.

16. Prior to the beginning of the new school year, usually in August, we offer an orientation and school tour to all in-coming students and

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?

8. To further ensure that our entire ELL population, including SIFE, newcomers, 4-6 years, Long-Term and special needs students improve their linguistic and academic abilities so that they become English proficient and meet State standards, The Bronx Academy of Health Careers offers an English Language Learner (ELL) Saturday Academy for our ELL population. All 38 of our ELL students, grades 9 through 12, are invited and encouraged to attend. The after-school program is a year-long program. The Saturday Academy runs from September 2011 through May 2012 during the hours of 9:00 a.m. – 12:00 p.m. and includes two sessions: Session A from 9:00 a.m. – 10:30 a.m. and Session B from 10:30 a.m. – 12:00 p.m. Classes offered are Intensive ESL, social studies and science. The service providers are all fully licensed in their respective content areas. The instructional mode is a team-teaching approach; the ESL teacher and the science teacher forms a team in Session A and the ESL teacher and social studies teacher in Session B. All our ELL students are programmed for both sessions. Teachers give a pre-and post- unit assessment per unit of study. This data is collected, recorded and analyzed daily, weekly and monthly. Information from this data analysis is used weekly at our Professional Learning Team Meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction.

The language of instruction is in English with native language support as needed.

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16. Prior to the beginning of the new school year, usually in August, we offer an orientation and school tour to all in-coming students and

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. Our parents, including the parents of ELLs are involved in our school through our Parents Association and School Leadership Team. Whenever parents call or come to our school, we always have staff available for translation purposes. Should the need ever arise, we will utilize the services of the Translation and Interpretation Unit of the NYCDOE.

2. Our school partners with the community-based organization, Good Will Industries which focuses on attendance improvement and dropout prevention (AIDP) and the Bronx Area Health Education Center. Additionally, we encourage the parents of ELLs to take advantage of resources and training on issues pertaining to ELLs offered by the State-funded Bilingual Technical Assistance Centers (BETACs). Translation services are always available at these workshops.

3. We evaluate the needs of our parents through feedback from parent surveys, feedback from parent representatives on our School Leadership Team, and individual feedback through our Parent Conferences and individual calls and visits to our school. At all Parent Conferences and whenever parents visit our school, we always have staff members available for translation. Should the need arise, we will use the services of the Translation and Interpretation Unit of the NYCDOE to assist us.

4. We make every effort to address the needs expressed by parents collectively and individually. Based on feedback received through surveys, we are offering four workshops for parents of ELLs to keep them informed of issues involving their child's education and to better equip them to give homework assistance to their child. The workshops will be offered one Saturday a month in March, April, May and June 2012. The topics will be School Requirements, the NYSESLAT, Preparing for the Regents Exams and Culminating Activities in June 2012. At all parent conferences and workshops we make a concerted effort to have translators available in the languages spoken by the parents of our ELLs. Finally, our goal is to ensure that our school tone is welcoming to all our parents.

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)?

Our school does not have a Dual Language Program.

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. All school personnel, including subject area teachers, teachers of ELLs, school secretaries, our paraprofessional, speech teacher and guidance counselors will participate in both on- and off-site professional development throughout the school year. Topics include the ESL Standards, technology, and high impact differentiated and academic language development strategies.

2. Our Professional Learning Teams and guidance counselor assist ELLs as they transition from high school to college.

3. The Bronx Academy of Health Careers is committed to assisting all teachers in obtaining at least 7.5 hours of ELL training in accordance with Jose P. In addition to our on-site ELL professional development workshops, all teachers are encouraged to participate in off-site staff development offered by the Bilingual Education Technical Assistance Center (BETAC) and the Office of English Language Learners, New York City Department of Education. Our ESL teacher maintains a record of ESL professional development hours completed by staff

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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. We evaluate the needs of our parents through feedback from parent surveys, feedback from parent representatives on our School Leadership Team, and individual feedback through our Parent Conferences and individual calls and visits to our school. At all Parent Conferences and whenever parents visit our school, we always have staff members available for translation. Should the need arise, we will use the services of the Translation and Interpretation Unit of the NYCDOE to assist us.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tool we use to assess the early literacy skills of our Spanish-speaking ELLs is the Spanish LAB. Over the past several years, we have only needed to test one (1) student in Spanish. That student scored at the 31st percentile while he scored at the Advanced level on the LAB-R. This student had lived and attended school in an English-speaking school in Pennsylvania for several years which accounted for the difference in his English and Spanish scores. He was placed in our Free Standing ESL program.

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.

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										0	0	1	0
	A										6	4	2	1
	P										8	6	7	3
READING/ WRITING	B										0	0	0	0
	I										7	6	6	4
	A										6	4	4	0
	P										1	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	5		0	
Integrated Algebra	22		15	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1	0	1	0
Living Environment	22	0	10	0
Physics	0	0	0	0
Global History and Geography	15	0	4	0
US History and Government	5	0	0	0
Foreign Language	0	4	4	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 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:

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.

Part VI: LAP Assurances

School Name:			
Bronx Academy of Health Careers		School DBN: 11X290	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marvia Lindsay	Principal		12/1/11
Marlyn Rogers	Assistant Principal		12/1/11
	Parent Coordinator		12/1/11
N. Hamilton	ESL Teacher		12/1/11
T. Carrion	Parent		12/1/11
S. Jefferson/ELA	Teacher/Subject Area		12/1/11
C. Andrew/ELA	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
M. Kinyon	Guidance Counselor		12/1/11
B0. Gambino	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X290 **School Name:** Bronx Academy of Health Careers

Cluster: ____ **Network:** CFN592

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The data used to assess our school's written translation and oral interpretation needs was taken from the Demographics and Accountability section of our Comprehensive Educational Plan, Home Language Identification Surveys (HLIS) and the RLAT (Report of Students Eligible for the NYSESLAT).

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

Our findings indicate that the following languages are spoken by our ELL students: Mandinka, Spanish, Twi, French, Wolof, Bengali, Hausa, Soninke and Tagalog. The school community was informed of these findings at our first school-wide professional development in September 2011. At this meeting the Chancellor's Regulations on Translations and Oral Interpretations were discussed. A survey was made of the staff members who speak any of the languages spoken by our ELLs, and we discussed how they can be a resource for both our ELLs and their parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We utilize the English language learner resources posted on the NYCDOE website such as parent brochures and parent notifications that are available in 9 languages. For other critical information regarding their children's education, we will utilize the services of the Translation and Interpretation Unit for translation. We will also use staff members who speak any of the languages spoken by our students.

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

For oral translations we will utilize the services of our staff members who speak any of the languages spoken by our parent. Additionally we will advise students to inform their parents to bring an adult companion or relative to assist them at school meetings. We will request the assistance of the Translation and Interpretation Unit by phone for parents who require this service when a staff member is not available.

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

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

Determine within 30 days of all students' enrollment the primary home language and whether parents require translation and interpretation assistance.

Maintain in ATS and the student emergency card the primary language of each parent.

Provide translation and interpretation services to all parents who require this service.

Our school's CEP will address our language assistance needs.

Utilize the services of the Translation and Interpretation Unit for critical communications to parents regarding their child's education.

Provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information.

Provide each parent whose primary language is a covered language with a copy of the Bill of Parents Rights and Regulations.

Post near the main office a sign in each of the covered languages, indicating the availability of interpretation services.

Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative office because of language barriers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bronx Academy of Health Career	DBN: 11X290
Cluster Leader: Debra Maldonado	Network Leader: Barbara Gambino
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 38 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Bronx Academy of Health Careers will offer an English Language Learner (ELL) Saturday Academy for our ELL population. All 38 of our ELL students, grades 9 through 12, will be invited and encouraged to attend. The ELL Saturday Academy will run from September 2011 through May 2012 during the hours of 9:00 a.m. - 12:00 p.m. and will include two sessions: Session A from 9:00 a.m. - 10:30 a.m. and Session B from 10:30 a.m. - 12:00 p.m. Classes offered are ESL, social studies and science. The service providers are all fully licensed in their respective content areas. The instructional mode will be a team-teaching approach; the ESL teacher and the science teacher will form a team in Session A and the ESL and social studies teacher in Session B. All our ELL students are programmed for both sessions. The language of instruction will be English with native support where needed.

Attanasio & Associates' GETTING READY FOR THE ENGLISH REGENTS, GETTING READY FOR THE NYSESLAT AND BEYOND and their SIFE CLASSROOM LIBRARY consisting of 40 books each in science and social studies will be used for the. The English Regents program is designed specifically for high school ELLs and focus on developing reading, writing, listening skills for Regents essays and the NYSESLAT series for developing these three skills as well as speaking for high school students. The SIFE Classroom Library is designed for high school ELLs who are struggling readers. Our rationale for choosing these resources is to acquaint our students with the format and requirements of both the ELA Regents and the NYSESLAT as well as to give the adequate practice for both of these exams and to give our ELLs additional assistance in science and social studies to help them pass the Regents exams in these areas.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our entire staff, including the teachers of our Title III After-School and ELL Saturday Academy, will participate in both on- and off-site professional development throughout the school year. Our on-site professional development will take place once a month. ELL-related topics planned for the 2011-2012 school year include: Understanding and Articulating the Language Allocation Policy; Using Data to Drive Instruction; Preparing for the NYSESLAT; Understanding & Using the ESL Standards; and ESL Methodologies & Strategies. The providers for the ELL workshops will be our ESL teacher and invited ELL professional developers. ELL-related off-site staff development will be provided through the Bilingual Education Technical Assistance Center (BETAC).

In the workshop Using Data to Drive Instruction, Part V: Assessment Analysis of our 2011-2012 Language Allocation Policy was distributed and discussed by our staff. Specifically we looked at the

Part C: Professional Development

Spring 2011 NYSESLAT and Regents results to determine the trend of our ELLs. We found that our students perform better in the areas of Listening/Speaking than they do in Reading/Writing. The Regents results indicate that our students need intensive instruction in English Language Arts, social studies and science. We accordingly are using GETTING READY FOR THE NYSESLAT AND BEYOND, GETTING READY FOR THE ENGLISH REGENTS ESSAYS, and SIFE CLASSROOM LIBRARY consisting of 40 books each in science and social studies for our ELL Saturday Academy.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: In conjunction with our English Language Learner Saturday Academy we are offering four workshops for parents of ELLs to keep them informed of issues involving their child's education. The workshops will run from 9:00 a.m. - 11:00 a.m. on Saturdays in March 2012, April 2012, May 2012 and June 2012. The topics will be School Requirements; the NYSESLAT; Preparation for the Regents exams; and Culminating Activities in June 2012. A light breakfast will be offered at each workshop. The providers will be the Principal, the ESL teacher and other subject area teachers. Parents will be notified by mail in English and Spanish.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		