



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: BRONX HEALTH SCIENCES HIGH SCHOOL**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X249**

**PRINCIPAL: MIRIAM RIVAS**

**EMAIL: MRIVAS@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: CARRON STAPLE**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Miriam Rivas Principal	*Principal or Designee	
Maudi Rodriguez Assistant Principal		
Ian Stewart	*UFT Chapter Leader or Designee	
Naomi Delvalle Wilfred Harris	*PA/PTA President or Designated Co-President	
Jenny Cotto	DC 37 Representative, if applicable	
Devin Delvalle-9 <sup>th</sup> grade Willene Harris-10 <sup>th</sup> grade	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
John E. Napisa	Student Representative	
Nicole Lauer	Member/ Teacher	
Emily Shoup	Member/ Teacher	
Annie Haynes	Member/ Parent	
Mercedes Ortiz	Member/ Parent	
Joseph Amponsah	Member/ Parent	

Maria Ramos	Member/ parent	
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\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

**As measured by classroom observations, 95% of the teachers will be effective in using Danielson's competency 3b: Using questioning and discussion techniques by June 2013.**

### **Comprehensive needs assessment**

**The identified need aligned to this goal is based on adopting the Common Core Learning Standards which require teachers to build student capacity in order to meet higher standards of academic performance across all disciplines. In specifics, questions and discussion techniques target critical thinking, build college readiness, and foster success on the new NYS Regents Exams.**

### **Instructional strategies/activities**

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

- **Organizing teachers into interdisciplinary teams.**
- **Using common prep periods to do frequent learning walks (1-2 per week).**
- **Continuing the use of Danielson's competencies and rubrics to promote low inference data collection.**
- **Using the low inference data gathered to provide frequent feedback to teachers.**
- **Using the low inference data collected to analyze school-wide trends.**
- **Using data analysis to inform professional development.**
- **Allowing teachers to share findings and plan next steps for professional development and faculty meetings.**

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

**Documented / written feedback, data collection, and professional development derived from the process.**

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

- **Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals, expectations, at home student support, and student progress [Including informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, and college admittance]**
- **Parents offered flexibility in scheduling appointments to meet with teachers, counselors, and administration (or simply visit the school)**
- **Parents invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA)**
- **Parents invited to participate in school events such Multicultural Day, Induction Day, Thanksgiving Celebration, Award Ceremonies, and Science Fair**
- **Translated information made available to parents as much as possible**

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Professional development, professional periods, prep periods, and after school per-session will be employed to support the achievement of the goals. This will provide teachers flexible time to work in teams that will target: - curriculum development, - CCLS aligned tasks and projects, - lesson plan / unit revisions, learning walks, - sharing / evaluating student work, and / or supporting targeted student achievement through tutoring.**

**Funding for these activities will be derived from the Title 1 / School Wide Program, Fair Student Funding, and Contract for Excellent. These funds will be used to cover teacher per-session and prep-coverage. In addition, to support achievement of the goals needed texts, resources, and materials will be purchased through funds placed in OTPS supply and textbook categories.**

## **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**

**Ninth grade literacy teachers will have designed by June 2013 a new ninth grade literacy curriculum aligned to the Common Core Learning Standards in Literacy. The curriculum will focus on building students' skills in reading, writing, and speaking for conceptual understanding across the disciplines.**

### **Comprehensive needs assessment**

**The identified need aligned to this goal is based on the Common Core Learning Standards that address reading, writing, and speaking as fundamental skills to the development of student success across the disciplines. The incoming ninth grade is identified for immediate intervention and support in order to have students meet or exceed academic performance standards.**

### **Instructional strategies/activities**

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

- **Five literacy teachers will utilize common planning time, professional development, and per-session to collaborate in developing a ninth grade literacy course that addresses the Common Core Standards in Literacy.**
- **The course will focus on deepening the ninth grade students' skills in reading, writing, speaking, and applications.**
- **The course will make use of the teachers' diverse expertise and backgrounds to incorporate an interdisciplinary approach to the materials and resources students will use in the course.**
- **The course will expose students to "non-fictional texts and articles" from different disciplines.**
- **The course will also incorporate critical strategies that assist students gain success in building stamina, proficiency, and deeper understanding.**

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

**The Course Calendars, Unit Plans / Lesson Plans, Materials and Resources, and the Course Curriculum.**

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

- **Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals, expectations, at home student support, and student progress  
[Including informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, and college admittance]**
- **Parents offered flexibility in scheduling appointments to meet with teachers, counselors, and administration (or simply visit the school)**
- **Parents invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA)**
- **Parents invited to participate in school events such Multicultural Day, Induction Day, Thanksgiving Celebration, Award Ceremonies, and Science Fair**
- **Translated information made available to parents as much as possible**

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Professional development, professional periods, prep periods, and after school per-session will be employed to support the achievement of the goals. This will provide teachers flexible time to work in teams that will target: - curriculum development, - CCLS aligned tasks and projects, - lesson plan / unit revisions, learning walks, - sharing / evaluating student work, and / or supporting targeted student achievement through tutoring.**

**Funding for these activities will be derived from the Title 1 / School Wide Program, Fair Student Funding, and Contract for Excellent. These funds will be used to cover teacher per-session and prep-coverage. In addition, to support achievement of the goals needed texts, resources, and materials will be purchased through funds placed in OTPS supply and textbook categories.**

### **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**

**Students will produce two written interdisciplinary projects aligned to the Common Core Learning Standards: Reading Standards 1 & 10, Writing Standard 1, and Language Standard 6 by June 2013.**

#### **Comprehensive needs assessment**

**The identified need aligned to this goal is based on the Citywide Instructional Goals regarding the Common Core Learning Standards, specifically Reading Standards 1 & 10, Writing Standard 1, and Language Standard 6 for grades 9- 12. Students will be required to demonstrate the use of non-fictional text to extrapolate evidence from that research in order to support an argument in a written / oral format.**

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

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

- **Grade teams will make use of common prep planning, professional development, and per-session to collectively plan for the BHS Projects**
- **The projects will be interdisciplinary in nature with the additional incorporation of the school's health theme. Multiple combination are therefore possible; such as, for example: Math, Social Studies, and Health; or Chemistry (Science), English, and Health.**
- **The projects will in engage students in reading and researching, making connections, producing outlines, writing drafts, noting references, creating a final written product, and presenting.**
- **Differentiated strategies and / or resources for diverse learners will be implemented as needed.**
- **Rubrics will be developed and used to inform student expectations, provide feedback, and assess student progress.**

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

**The students' final product (BHS Projects) and the scaffolding of student work, rubrics, feedbacks, and assessments.**

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

- **Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals, expectations, at home student support, and student progress [Including informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, and college admittance]**
- **Parents offered flexibility in scheduling appointments to meet with teachers, counselors, and administration (or simply visit the school)**
- **Parents invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA)**
- **Parents invited to participate in school events such Multicultural Day, Induction Day, Thanksgiving Celebration, Award Ceremonies, and Science Fair**
- **Translated information made available to parents as much as possible**

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Professional development, professional periods, prep periods, and after school per-session will be employed to support the achievement of the goals. This will provide teachers flexible time to work in teams that will target: - curriculum development, - CCLS aligned tasks and projects, - lesson plan / unit revisions, learning walks, - sharing / evaluating student work, and / or supporting targeted student achievement through tutoring.**

**Funding for these activities will be derived from the Title 1 / School Wide Program, Fair Student Funding, and Contract for Excellent. These funds will be used to cover teacher per-session and prep-coverage. In addition, to support achievement of the goals needed texts, resources, and materials will be purchased through funds placed in OTPS supply and textbook categories.**

## 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**

**Teachers will produce 15 revised lessons by June 2013 that incorporate differentiated strategies for diverse learners in their curricula and are based on the *Understanding by Design* concept of planning with the end in mind.**

### **Comprehensive needs assessment**

The identified need aligned to this goal is based on the planning and implementation of lessons that focus on diverse learners in the classroom (for example: Special Education / English Language Learners / Special Aptitude). This seeks to ensure that newly revised Common Core Learning Standards lesson assists all students to meet higher standards of performance across all disciplines.

### **Instructional strategies/activities**

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

- Teachers will self-assess and self-select 15 lessons from last year's curriculum to revise.
- The lessons will be revised in accordance with ongoing refinement of units to reflect Common Core Learning Standards for evidence of targeted revision that includes UDL strategies for diverse learners.
- Teachers will showcase at least three (3) pieces of current student work per lesson to demonstrate evidence of implementation and student progress.
- Teacher will produce a folder or portfolio of their work to be shared with and reviewed by the Principal, Assistant Principal, and the Danielson Teams.
- Teachers will be asked to select a lesson and a period for the Danielson Teams to visit and provide feedback.
- Teacher will present revised lessons during professional development to the entire staff.
- Teachers will continue the use of Jay McTighe's & Grant Wiggins' "*Understanding by Design / Backwards Planning*" template to design Curricula Aligned to the Common Core Standards.
- The focus use of the modified template to emphasize the areas below will continue:
  - Differentiated Instruction
  - Strategies for targeted populations (ELL/ESL; SPEDs, etc.)
  - Inclusion of Literacy
- Teachers will continue the use of professional team meetings and selective professional development conferences for the:
  - Sharing best practices
  - Sharing and reviewing strategies for differentiation
  - Sharing varied assessments
  - Review based on evidence of student outcome (work and various data sources)

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

- The Understanding By Design curricula, inclusive of unit plans, lesson plans, and assessments for each teacher
- Professional conferences and professional periods meeting agendas

➤ **Student work and / or projects**

**Strategies to increase parental involvement**

- **Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals, expectations, at home student support, and student progress [Including informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, and college admittance]**
- **Parents offered flexibility in scheduling appointments to meet with teachers, counselors, and administration (or simply visit the school)**
- **Parents invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA)**
- **Parents invited to participate in school events such Multicultural Day, Induction Day, Thanksgiving Celebration, Award Ceremonies, and Science Fair**
- **Translated information made available to parents as much as possible**

**Budget and resources alignment**

- **Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I**
- **Select the fund source(s) that your school is using to support the instructional goal.**  
 Tax Levy    Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III   \_\_\_\_\_ Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Professional development, professional periods, prep periods, and after school per-session will be employed to support the achievement of the goals. This will provide teachers flexible time to work in teams that will target: - curriculum development, - CCLS aligned tasks and projects, - lesson plan / unit revisions, learning walks, - sharing / evaluating student work, and / or supporting targeted student achievement through tutoring.**

**Funding for these activities will be derived from the Title 1 / School Wide Program, Fair Student Funding, and Contract for Excellent. These funds will be used to cover teacher per-session and prep-coverage. In addition, to support achievement of the goals needed texts, resources, and materials will be purchased through funds placed in OTPS supply and textbook categories.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

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

	<b>Provide after-school programming for Special Education and ELL population</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>By guidance referral</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>By guidance referral</b>
<b>At-risk Health-related Services:</b>	

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

1. Bronx Health Sciences HS will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between

teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; adopting and implementing model approaches to improving parental involvement; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

attend those conferences at school; adopting and implementing model approaches to improving parental involvement; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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

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

### **III. Discretionary School Parental Involvement Policy Components**

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

5. involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

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

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_. This policy was adopted by the Bronx Health Sciences High School on 09/01/10\_\_\_\_\_ and will be in effect for the period of \_\_\_1 year\_\_\_\_\_. The school will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_09/01/10\_\_\_\_\_.

#### **Part B: School-Parent Compact**

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

#### **School-Parent Compact:**

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

#### **Required School-Parent Compact Provisions**

## School Responsibilities

Bronx Health Sciences High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: 2 per year-one in November and March
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 6 report cards per year and at least 2 parental conferences per year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Faculty and staff are available all 5 days of the week with or without an appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are permitted to volunteer 5 days per week in the capacity of outreaching to other parents, PTA activities, SLT activities, and helping out with our Student Government.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## Parent Responsibilities

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

Monitoring attendance.

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

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

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

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

**SIGNATURES:**

\_\_\_\_\_

**SCHOOL**

**PARENT(S)**

**STUDENT**

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

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

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

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

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

### D. School Demographics

Total number of students in school	<b>376</b>	Total Number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>6.12%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

##### I. Instruction

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

## Part III: ELL Demographics

### A. ELL Programs

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	8	0	1	4	0	1	12	0	8	24	24
<b>Total</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>8</b>	<b>24</b>	<b>24</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)  
K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>																		

**Dual Language (ELLs/EPs)  
9-12**

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

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

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

## Freestanding English as a Second Language

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

A: PROGRAMMING AND SCHEDULING INFORMATION (11X249)

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

## A. Programming and Scheduling Information

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

### Courses Taught in Languages Other than English ⓘ

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

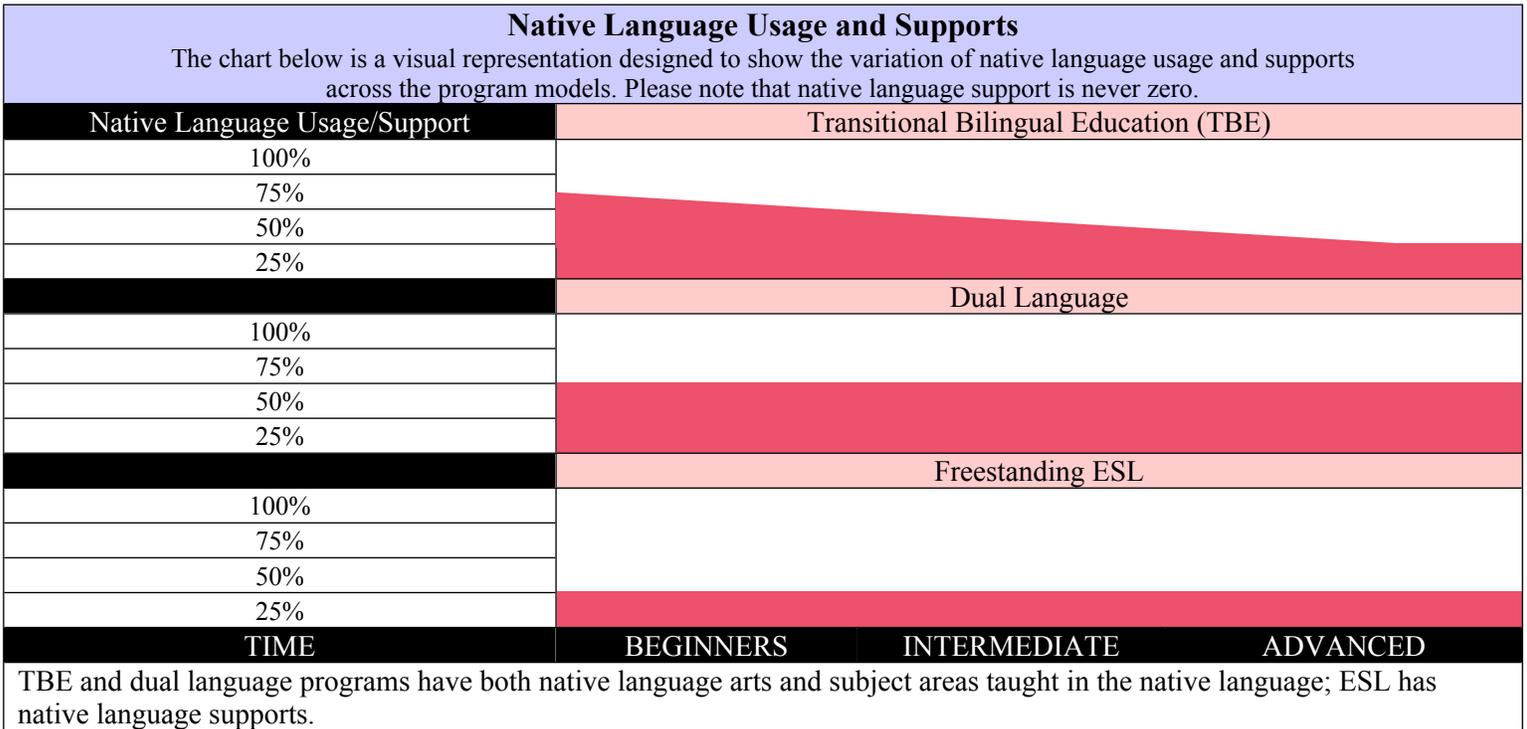
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

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



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

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

Paste response to questions 8-17 here

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

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

N/A

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

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

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

2. The ESL teacher offers professional development presentations as to differentiated instruction and ways to assist ELLs throughout the content areas. She also describes how to recognize level 1-4 students, and how to help each student accordingly.

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

### E. Parental Involvement

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

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

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

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

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

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

### 3. ESL Program Patterns

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

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

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

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

## Additional Information

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

N/A

# Part VI: LAP Assurances

**School Name:** Bronx Health Sciences HS

**School DBN:** 11X249

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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**School Name: Bronx Health Sciences HS****School DBN: 11X249****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Rivas	Principal		12/1/11
Maudi Rodriguez	Assistant Principal		12/1/11
N/A	Parent Coordinator		12/1/11
Erica Vargas-Catucci	ESL Teacher		12/1/11
Eleanor Brown	Parent		12/1/11
Nicole Lauler	Teacher/Subject Area		12/1/11
Kibia Meyers	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
Judith Alvarez Noemi Estremera	Guidance Counselor		12/1/11
Michael Alcott	Network Leader		12/1/11
Michael Joseph-Anthony	Other <u>Achievement Coach</u>		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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

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

