



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX ACADEMY OF HEALTH CAREERS

DBN: 11X290

PRINCIPAL: DAWN SANTIAGO, IA

EMAIL: DSANTIAGO3@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
Dawn Santiago	*Principal or Designee	
Samuel Matthews	*UFT Chapter Leader or Designee	
Tanya Carrion	*PA/PTA President or Designated Co-President	
Raymond Boothe	DC 37 Representative, if applicable	
Kim Nguyen	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Shakira Fernandez		
	CBO Representative, if applicable	
Jude Adeniji	Member/Staff	
Weg Wint	Member/Staff	
Allison Johnson	Member/Parent	
Karen Spence	Member/Parent	
Steve Lancaster	Member/Parent	
	Member/	
	Member/	

** 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

To improve teacher effectiveness by developing a system of continuous observations to support instruction and give meaningful feedback. By June 2013, 100% of teachers will have been observed informally at least 4-6 times and given feedback aligned to teacher effectiveness rubrics.

Comprehensive needs assessment

This goal is aligned to Citywide Instructional Expectations. In order to support teaching and learning, there is a need to provide teachers with meaningful, actionable feedback, professional development, and support, to best meet the needs of students and promote student success.

Instructional strategies/activities

Informal observations will be conducted in teams of at least two administrators. This will allow for a more objective approach to feedback. Observations will occur through the lens of Charlotte Danielson's Framework for Teaching.

Professional development began in September as teachers were informed of the Citywide Instructional Expectations. Professional Development will continue throughout the school year with a focus on Danielson competencies. Teachers will have opportunities to view lessons via videos and model lessons to practice using the rubric to gather evidence and give feedback. The Professional Development sessions will be facilitated by school administrators, and, when available, an outside organization, such as the UFT Teacher's Center and/or the Executive Leadership Institute (ELI). Teachers will be invited to participate in inter-visitations with administrators to become more familiar with the process and to share best practices. Feedback will be given to teachers during post-observation conversations.

By June 2013, 100% of teachers will have been observed at least 4 times and given feedback aligned to Danielson's Framework for Teaching to inform instructional practices.

Strategies to increase parental involvement

At the beginning of the school year, all parents were invited to attend a Parent's Association meeting in which a presentation for New Visions was done outlining Citywide Instructional Expectations and College and Career Readiness. Information regarding these expectations was shared during Parent-Teacher conferences, Parent Association meetings, and School Leadership Team meetings. As school developments and initiatives continue, parents will be communicated via phone calls, letters, and parent meetings.

Budget and resources alignment

• Indicate your school's Title I status: 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

Tax Levy funds will be used to pay per session to school administrators and teachers to plan and facilitate Professional Development Sessions. Tax Levy funds will also be used to pay for covering classes so that teachers can participate in inter-visitations and Professional Development sessions. Title I SWP funds will be used to communicate information to parents via meetings and mailings.

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

By June 2013, all students will experience 2 Common Core aligned units of study in core subject classes as evidence by tasks, classroom observations, and unit plans.

Comprehensive needs assessment

This goal is aligned to Citywide Instructional Expectations. CCLS enables students to gain the necessary skills to be college and career ready.

Instructional strategies/activities

Teachers will participate in professional development opportunities to implement Common Core standards into their curriculum throughout the year. Professional Development will take place in the school, facilitated by administration and/or outside organizations such as the UFT Teacher's Center or the Executive Leadership Academy. Select teachers in Math and ELA will participate in New Visions Professional Development workshops and Curriculum 21 sessions and will turnkey this information to their colleagues. Teachers will meet weekly, within their content area departments, to share methods and strategies for implementation of Common Core Learning Standards into their curriculum. Department teachers will decide which units will be aligned to Common Core Learning Standards.

All students will have access to technology in their classrooms and/or in the computer lab for research and assignments. To ensure this takes place, a technician will be hired to update and maintain all computers in the lab and in classrooms, as needed. The technician will also install printers and lcd projectors in classrooms that need them. Mobile laptop carts for instructional use will be purchased by June 2013. The APO will monitor the maintenance of technology along with school aides throughout the school year. The Campus Library and Media Center will be utilized by English teachers and their classes so that students have access to databases and resources for research to complete assignments and projects aligned to Common Core Learning Standards.

Strategies to increase parental involvement

All parents are invited to participate in Parent's Association meetings in which the following take place:

- Presentations and dissemination of information surrounding Teacher Effectiveness, Common Core Learning Standards, and College and Careers Readiness
- Meet the Teachers /Parent Summit- parents provided with information regarding resources and support for students and families within the school and the community. Parents given the opportunity to meet their child's teachers and learn about the curriculum and resources.
- College Planning- information regarding college admissions and financial planning
- Communication of student progress, school wide initiatives, and special events with partner organizations.

- Parents will have access to PupilPath in which they can access their child’s class grades, transcripts, attendance, and exam scores to track College and Career Readiness. Training for access and utilization of PupilPath will be available to parents during Parent-Teacher Conferences and parent meetings.

Budget and resources alignment

- Indicate your school’s Title I status: 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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP funds will be used to communicate information to parents via meetings and mailings, for computer maintenance and repairs, and to pay for Professional Development sessions from outside organizations. Tax Levy funds will also be used for computer maintenance, software and hardware, for textbooks used for instruction, and for the purchase of library resources accessible to students.

Resolution A Grand funding will be used to pay for the purchase of mobile laptop carts and printers. ARRA RTTT grant funds will be used to partially fund the salary of the teacher who will be attending outside Professional Development workshops to turnkey to the rest of the staff.

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

By June 2013, 100% of students in health classes will be exposed to health careers and opportunities associated with the healthcare field.

Comprehensive needs assessment

As a health careers themed school, students, parents, and staff, expressed and the need to make the health theme more prevalent.

Instructional strategies/activities

All students will be given the opportunity to participate in health themed events and/or programs.

Select seniors who are on-track for graduation, will be able to participate in a course of study for certification in the Health Information Management Prep program, through a partnership program with the Bronx Community College, in which students will learn Medical Terminology, Medical Billing and Coding, and an Introduction to Electronic Health Records. This course will take place February – June, partly on school premises and partly at the Bronx Community College campus. This program will be coordinated and supervised by the Assistant Principal in conjunction with Bronx Community College personnel.

All students taking Health classes and a Health Professions elective will be exposed to various occupations in the healthcare fields.

Guest speakers from all aspects of health careers will visit the school and meet with students. Guest speakers include a dentist, Physical Therapy students from Columbia, Psychologists, Physiotherapist, Infectious Disease Specialist, Pharmacist, and doctors and nurses from various healthcare specialty areas.

In partnership with our Campus clinic, affiliated with the Montefiore Medical Center School Health Program, students will have opportunities to participate in events and programs such as Health Fairs, Teen Battle Chef, and Worlds AIDS Day.

The Health teacher will attend CPR/First Aid training by the American Red Cross, to be able to certify others in CPR and First Aid. The school will fund the teacher's training.

Strategies to increase parental involvement

Parents will be communicated via letters home, PA Meetings, and school messenger.

Parents will be offered an opportunity to participate in community events such as health fairs and workshops offered by the school clinic. Parents will also be offered the opportunity to take a CPR/First Aid course hosted by our health teacher.

Budget and resources alignment

- Indicate your school's Title I status: 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

Title I SWP funds will be used to communicate information to parents via meetings and mailings, to pay Bronx Community College for implementation of the Health Information Management Prep Program, to pay the American Red Cross for our Health teacher's certification, and for general supplies associated with the implementation of health programs. Tax Levy funds will be used to purchase books, software, and materials for these programs and to pay per session to teacher and administrators for these programs.

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

College and Career Readiness-

Increase the number of students meeting college readiness benchmarks in ELA and Math (as indicated by a Regents Examination grade of 75+ for ELA and 80+ for IA) by 10% for ELA and 25% for IA, for SY 2012-2013.

Comprehensive needs assessment

As per the 2011-2012 School Progress Report, 67 students scored a grade of 75+ on the ELA Regents and 12 students scored a grade of 80+ on the Integrated Algebra Regents in SY 2011-2012.

Instructional strategies/activities

After-school tutoring and Saturday School will be provided to students in core content areas, including Mathematics and English. Students will be able to participate in small group and personalized instruction. Teachers licensed in the subject areas will be hired to tutor and prepare students for Regents examinations.

Guidance counselors, teachers, and administrators will examine data from ATS, STARS, ARIS, and Datacation/SKEDULA to identify students who will need to re-take examinations to earn a higher score. Teachers will implement lessons aligned to Common Core Learning Standards and Regents curricula and plan instruction to meet the needs of students.

A Bronx Academy of Health Careers teacher, on conjunction with Bronx Community College, will teach a mathematics remedial course to select 11th and 12th grade students which will enable students to bypass remedial classes in college. This course will be no cost to students.

College Now opportunities in partnership with CUNY Hostos, Leman College, and Bronx Community College will be offered to students to obtain college credit and additional support for regents examinations. An Advanced Placement course in English will be offered to seniors in which they will be able to earn additional college credits.

Strategies to increase parental involvement

- Presentations and dissemination of information surrounding Teacher Effectiveness, Common Core Learning Standards, and College and Careers Readiness at parent meetings
- Meet the Teachers /Parent Summit- parents provided with information regarding resources and support for students and families

within the school and the community. Parents given the opportunity to meet their child's teachers and learn about the curriculum and resources.

- College Planning/Financial Aide Workshops- information regarding college admissions and financial planning
- Parents of students needing to re-take examinations will be notified of the opportunity to re-take the exam and to receive tutoring in the subject area.
- Parents will be communicated to via letters home and school phone messages regarding upcoming meetings and school events.
- Parents will have access to PupilPath in which they can access their child's class grades, transcripts, attendance, and exam scores to track College and Career Readiness.

Budget and resources alignment

- Indicate your school's Title I status: 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

Tax Levy funds will be used to pay per session for supervisors and teachers in after-school tutoring and Saturday School, and for instructional materials and supplies to support instruction. Title I SWP funds will be used to communicate information to parents via meetings, mailings, and phone calls. Title III funds will be used to purchase additional materials and supplies for ESL students receiving instruction in these programs and to pay per session to the ESL teacher supporting these students.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: 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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Regents Prep, Classroom Instruction Support	Small group Tutoring	After School Saturdays
Mathematics	Regents Prep, Classroom Instruction Support	Small group Tutoring	After School Saturdays
Science	Regents Prep, Classroom Instruction Support	Small group Tutoring	After School Saturdays
Social Studies	Regents Prep, Classroom Instruction Support	Small group Tutoring	After School Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling for improving mental, emotional, and social health, anger management, school phobia, depression, stress management, and attendance improvement	Small group One to one	During the school day, after school

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.

Teachers will be assigned to teach in content areas in which they are assigned. Any exceptions to this will be communicated to parents as per NCLB guidelines. The school will continue to make a focused effort to hire teachers who are licensed by visiting job fairs, colleges, and through the DOE's New Teacher finder. Teachers who are not licensed in the subject they teach will be encouraged to gain the necessary courses needed and provided with Title 1 funds to gain accreditation in the subject.

Professional Development will be provided to all teachers by school administrators and teachers, and outside organizations, such as, UFT Teacher's Center and Executive Leadership Institute, to improve pedagogy in various areas including, Common Core Learning Standards, Teacher Effectiveness/Danielson Framework, Citywide Instructional Expectations, Strategies for Teaching English Language Learners and others. Teacher will also be given Professional Development workshops from New Visions and Curriculum 21 regarding Common Core Learning Standards.

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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 publications designed to keep parents informed about school activities and student progress;
- providing regular written communication between teacher and the home to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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.

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 D. Maldonado/ B. Gambino	District 11	Borough Bronx	School Number 290
School Name The Bronx Academy of Health Careers			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	512	Total Number of ELLs	38	ELLs as share of total student population (%)	7.42%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	7	9	3	28
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

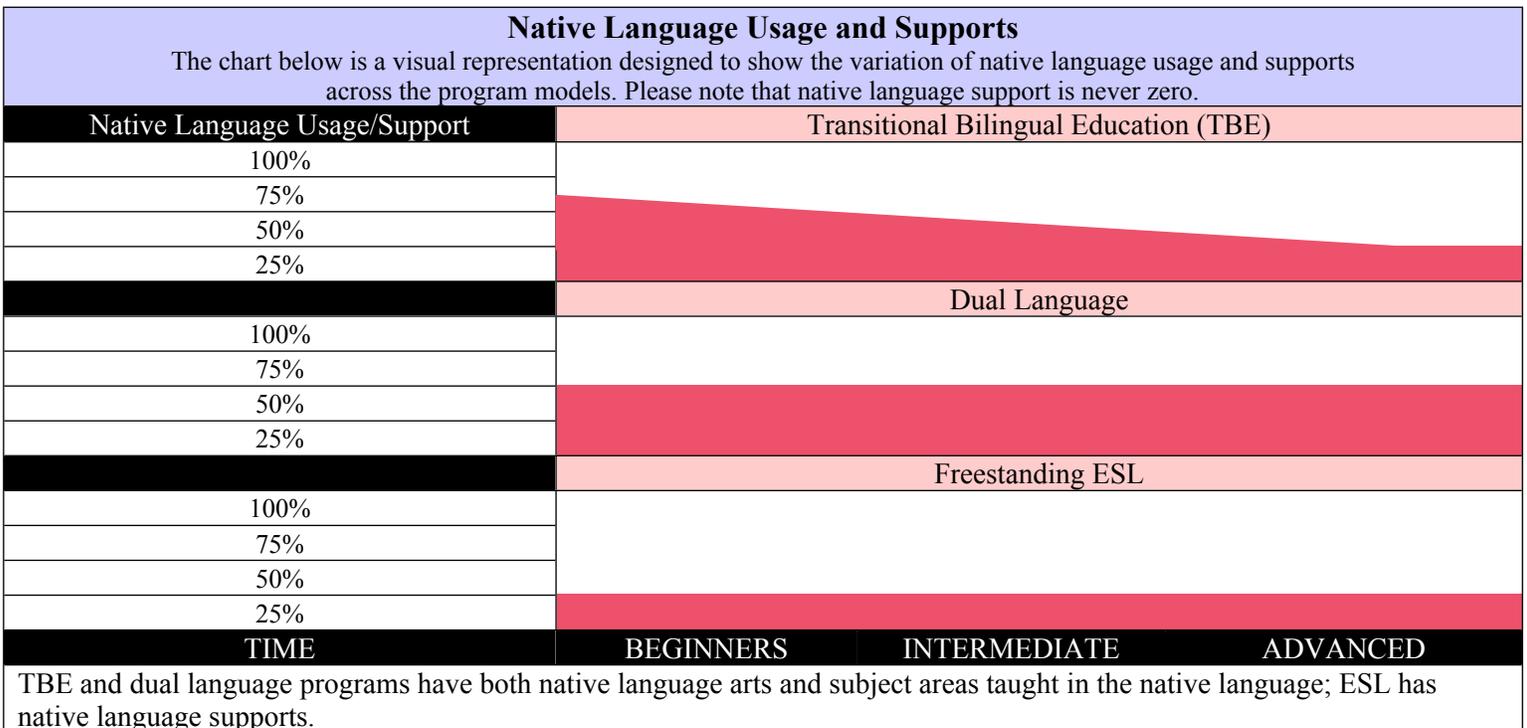
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

16. Prior to the beginning of the new school year, usually in August, we offer an orientation and school tour to all in-coming students and their parents, ELLs included. Staff members who are present provide an overview of the subjects they teach. We discuss ways the parents can assist their children with their homework. Parent brochures explaining the various ELL programs are distributed to parents of ELLs.

17. The only language elective we offer in our school is Spanish.

C. Schools with Dual Language Programs

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

Our school does not have a Dual Language Program.

D. Professional Development and Support for School Staff

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

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

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

3. The Bronx Academy of Health Careers is committed to assisting all teachers in obtaining at least 7.5 hours of ELL training in accordance with Jose P. In addition to our on-site ELL professional development workshops, all teachers are encouraged to participate in off-site staff development offered by the Bilingual Education Technical Assistance Center (BETAC) and the Office of English Language Learners, New York City Department of Education. Our ESL teacher maintains a record of ESL professional development hours completed by staff members towards satisfying the Jose P mandate. Specifically she maintains a file consisting of agendas and attendance sheets from each in-house PD. If staff members attend an off-site ELL PD, they also present the ESL teacher with an agenda, proof of attendance such as written verification by the workshop presenter, and a description of the workshop. The ESL teacher maintains a roster of staff members and indicates hours completed for each ELL PD. Certificates of completion are presented to staff members upon completion of the mandated hours. Copies are placed in the permanent file of each staff member, and the ESL teacher maintains a Jose P. file in the Assistant Principal's office. As explained above in Question #1, workshop topics will include the ESL Standards, technology, and high impact differentiated and academic language development strategies.

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									0	0	0	0	0
Intermediate(I)										7	6	6	4	23
Advanced (A)										7	4	4	0	15
Total	0	0	0	0	0	0	0	0	0	14	10	10	4	38

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	22		15	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1	0	1	0
Living Environment	22	0	10	0
Physics	0	0	0	0
Global History and Geography	15	0	4	0
US History and Government	5	0	0	0
Foreign Language	0	4	4	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

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

2. The data patterns across proficiency levels on the NYSESLAT and grades indicate that our ELLs perform far better in listening/speaking than they do in reading/writing. The results of the LAB-R indicate that students perform better in the Listening and Writing sub-tests than they do the reading.

3. To address the pattern across NYSESLAT modalities and LAB-R, the ELA and ESL teachers provide targeted, intensive instruction in the areas of reading, writing and grammar throughout the school day and during our extended day program. During the regular day instructional program, the characteristic elements of the various genres of writing (e.g., expository, descriptive, narrative, persuasive) are explained in detail as they are introduced. Teachers print these characteristics on chart paper and display them around the classroom, thereby creating a print-rich environment. Students are provided with exemplar samples of each mode of writing, and the elements are pointed out and discussed. With each writing assignment, students are given a pre-writing organizer or venn diagram to assist them in organizing the essay. A rubric is also used with each writing assignment so the students will clearly understand what is expected of them.

The ELA rubric is prominently displayed in the classroom, and each student has a personal copy. The components have been explained in detail and used as teaching points; for example, how to write a thesis statement; how to use supportive details; how to vary sentence patterns and use transition words. Using students' classroom and homework performance, our ELA and ESL teachers continually assess their work and use the assessment data to drive further instruction and remediation during mini lessons. This assessment data also drives instruction in our ELL Saturday Academy.

Finally, our instructional programs have high levels of rigor and support to ensure that all our students, ELLs and non-ELLs, achieve high academic achievement. All services support and resources correspond to our ELL students' ages and grade levels.

4a. Since we do not have a Transitional Bilingual Program or Dual Language Program, students are not tested in their native language, however we provide bilingual glossaries and offer our ELLs to take the Regents exams in their native language where available. None of our ELLs have opted to take the Regents in their native language. The trend across proficiencies and grades on the ELL Periodic Assessments is that students are, for the most part, proficient in Listening/Speaking. Analysis of Regents results indicate that only a small percentage of our ELLs are passing the ELA. This is the same trend for the NYSESLAT since only 4 students out of 32 passed. There were, however significant gains from one level to the next. The lack of proficiency in English also impacted our ELLs' performance in Global and U.S. History. The reverse is true for math and science as our ELLs' overall performance in these subjects was very good. One hundred percent of those ELLs who took the foreign language Regents in Spanish passed with high scores.

4b. The data from this assessment is used by the school leadership team along with the ELA, ESL, social studies, math and science to drive instruction in both our regular and intervention programs. We offer a daily tutoring program in Chemistry, Integrated/Advanced Algebra, Global/U. S. History Physics, Living Environment and Geometry and a ELL Saturday Academy for ESL, Global/U.S. History, and Living Environment to ensure that all our students, ELLs and non-ELLs alike, pass all the required Regents exams.

4c. The trend across proficiencies and grades on the ELL Periodic Assessments is that students are, for the most part, proficient in Listening/Speaking. We do not have a Transitional Bilingual Program, there is no native language instruction. We do provide, however, bilingual dictionary and glossaries for our ELLs.

5. Our school does not have a dual language program.

6. We evaluate the success of our ELL program through classroom performance and New York State NYSESLAT, and Regents results.

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

Part VI: LAP Assurances

School Name:

Bronx Academy of Health Careers

School DBN: 11X290

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marvia Lindsay	Principal		12/1/11
Marlyn Rogers	Assistant Principal		12/1/11
	Parent Coordinator		12/1/11
N. Hamilton	ESL Teacher		12/1/11
T. Carrion	Parent		12/1/11
S. Jefferson/ELA	Teacher/Subject Area		12/1/11
C. Andrew/ELA	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
M. Kinyon	Guidance Counselor		12/1/11
B0. Gambino	Network Leader		12/1/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: ____ **Network:** CFN592

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Bronx Academy of Health Career	DBN: 11X290
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Bronx Academy of Health Careers will offer an English Language Learner (ELL) Saturday Academy for our ELL population. All 42 of our ELL students, grades 9 through 12, will be invited and encouraged to attend. The ELL Saturday Academy will run from November 2012 through June 2013 during the hours of 9:00 am - 1:00 pm and will include two sessions: Session A from 9:00 am - 11:00 am and Session B from 11:00 am - 1:00 pm. Classes offered will be Advance Algebra and Trigonometry/Geometry, Math, ESL, ELA, Chemistry, Living Environment, U.S. History and Global History. The instructors are all fully licensed in their respective content areas. The instructional mode for the ESL teacher will be a team-teaching approach; she will team up with the ELA teacher in Session A and the Global History teacher in Session B. All ELL students will be programmed for both sessions. The language of instruction will be English with native language support where needed.

Additional copies of Attanasio & Associates' GETTING READY FOR THE ENGLISH REGENTS, GETTING READY FOR THE NYSESLAT AND BEYOND as well as their SIFE CLASSROOM LIBRARY series will be ordered and used for this program. Additionally we will purchase and have available Word-to-Word Bilingual Dictionaries for native language support. The English Regents program is designed specifically for high school ELLs and focus on developing reading, writing, listening skills for Regents essays. The NYSESLAT series is designed for developing these three skills as well as speaking for high school students. The SIFE Classroom Library is designed for high school ELLs who are struggling readers.

RATIONALE

Our rationale for choosing these resources is to acquaint our students with the format and requirements of both the ELA Regents and the NYSESLAT, to give them adequate practice for both of these exams, and to give our ELLs additional assistance in math, science and social studies to help them pass the Regents exams in all these areas.

INSTRUCTIONAL FOCUS

As indicated above, the ESL, ELA and Global History teachers will use a team-teaching approach with the ESL teacher teaming with the ELA teacher in Session A and the Global History teacher in Session B. The instructional focus will be honing reading, writing, listening skills, grammar and conventions. Additionally for all the content area subjects, there will be a review and practice of content needed to pass the Regents. The teachers will drive and tailor their instruction using content specific performance data.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Our entire staff, including the teachers of our ELL Saturday Academy, will participate in both on- and off-site professional development throughout the school year. Our on-site professional development will take place once a month as follows:

September 2012: Charlotte Danielson's Framework for Teaching, M. Rogers, Assistant Principal

October 2012: Scaffolding Instruction for English Language Learners: Six Scaffolding Techniques, Dr. Loretta Helms QTEL Professional Developer

November 2012: Scaffolding Instruction for English Language Learners: Integrating Three Moments in Reading: Before, During and After, Dr. Loretta Helms QTEL Professional Developer

December 2012: Scaffolding Instruction for English Language Learners: Focus on Academic Language/Vocabulary Review Jigsaw, Dr. Loretta Helms, QTEL Professional Developer

January 2013: Scaffolding Instruction for English Language Learners: Focus on Oral Development/Oral Development Jigsaw, Dr. Loretta Helms, QTEL Professional Developer

February 2013: Scaffolding the Instruction of Reading for English Language Learners, Dr. Loretta Helms, QTEL Professional Developer

March 2013: Preparing for the Writing Sub-Test of the NYSESLAT: How to Write a Five Paragraph Expository Essay, Dr. Loretta Helms QTEL Professional Developer

April 2013: The Sheltered Instruction Observation Protocol (SIOP) Mode Part I, Neisha Hamilton, ESL Teacher

May 2013: The Sheltered Instruction Observation Protocol Part II, Neisha Hamilton, ESL Teacher

June 2013: The Sheltered Instruction Observation Protocol Part III, Neisha Hamilton, ESL Teacher

The providers for the ELL-related off-site staff development will be provided by English Language Learner Department of the NYCDOE.

The results of the Spring 2012 NYSESLAT again indicate that the trend is for our students to do much better in Listening/Speaking than they do in Reading/Writing. The Regents results indicate that our students need intensive instruction in English Language Arts, the sciences and social studies. In direct response to these results, we will again use GETTING READY FOR THE NYSESLAT AND BEYOND, GETTING READY FOR THE ENGLISH REGENTS ESSAYS, and SIFE CLASSROOM LIBRARY for our ELL Saturday Academy. As stated above, we will purchase Word-to-Word Bilingual Dictionaries for native language support as needed.

COMMUNICATION PROCESS

Part C: Professional Development

Staff members will be advised through staff memos/email of all professional development workshops, both in-house and off-site. All teachers are required to be in attendance for all in-house professional development workshops; however attendance at off-site staff development is voluntary. Attendance records are maintained by our ESL Coordinator to ensure that the requirements of the Jose P. Regulation are met by each staff member.

Part D: Parental Engagement Activities

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

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

Begin description here: In conjunction with our English Language Learner Saturday Academy, we are offering four workshops for parents of ELLs to keep them informed of issues involving their children's education. The workshops will run from 9:00 am - 11:00 am on Saturdays as follows:

March 2013: The English Language Learner Program: Identification, Placement and Service, Neisha Hamilton, ESL Teacher

April 2013: Parents Role in Preparing Students for the NYSESLAT, Neisha Hamilton, ESL Teacher

May 2013: The Regents Exams: Is Your Child Prepared? - Content Area Teachers

June 2013: Requirements for Promotion and Graduation, Principal and Guidance Counselors

A light breakfast will be offered at each workshop. Parents will be notified of these workshops by mail in English and Spanish. As with all of our parent meetings, we will assure that translation service is available for those parents who require it.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

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