



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name: BRONX HEALTH SCIENCES HIGH SCHOOL**

**DBN (i.e. 01M001): 11X249**

**Principal: MIRIAM RIVAS**

**Principal Email: MRIVAS@SCHOOLS.NYC.GOV**

**Superintendent: CARRON STAPLE**

**Network Leader: MICHAEL ALCOFF**

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Miriam Rivas Principal Maudi Rodriguez Assistant Principal	*Principal or Designee	
Ian Stewart	*UFT Chapter Leader or Designee	
Noemi Delvalle Wilfred Harris	*PA/PTA President or Designated Co-President	
Jenny Cotto	DC 37 Representative, if applicable	
Devin Delvalle – 10 <sup>th</sup> grade Willene Harris – 11 <sup>th</sup> grade	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Laufer	Member/ Teacher	
Emily Shoup	Member/ Teacher	
Annie Hayes	Member/ Parent	
Mercedes Ortiz	Member/ Parent	
Joseph Amponsah	Member/ Parent	
Maria Ramos	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

**By June 2014, as measured by classroom observations, 95% of the teachers will be effective in using the following three Danielson's competency: 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; and 3d: Using assessment in learning**

### **Comprehensive Needs Assessment**

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

**The identified need aligned to this goal is based on supporting the new teacher evaluation system as well as continuing to adopt the Common Core Learning Standards requiring teachers to build student capacity to meet higher standards of academic performance across all disciplines. In specifics, academic rigor, critical thinking, college readiness, and success on the new NYS Regents Exams.**

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

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

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. For items 1 -7 Key personnel will include the Principal, the Assistant Principal, the teachers, and the guidance counselors
2. For items 1 -7 The implementation will be supported through the use of common preps, professional development, and after-school per session activities

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. As outlined by the new evaluation system, teacher progress will be measured through the Danielson HEDI rubric during formal and informal observations

#### **D. Timeline for implementation and completion including start and end dates**

1. Ongoing timeline from Sept. 2013 through June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**On an ongoing basis, administration and teacher teams will make use of common preps, professional development, and after-school meetings to analyze data that supports achievement of the goal**

### **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).

1. **Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals providing informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, and college admittance.**
2. **Parents and students invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA)**

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

**By June 2014 teachers will develop or revise ten (10) UBD performance based / product driven lesson plans designed to promote academic rigor and multiple entry points for diverse learners.**

### **Comprehensive Needs Assessment**

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

**The identified need aligned to this goal is based on closing the achievement gap through strategic planning and implementation of lessons that focus on the needs of diverse learners in the classroom (such as Special Education and English Language Learners/ English Second Language)**

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will produce or revise 10 UBD lessons to produce or revise
2. The lessons will address the Common Core Learning Standards for evidence of targeted revision that includes UDL strategies for diverse learners.
3. Teachers will showcase at least two (2) pieces of SPED or ESL student work per lesson to demonstrate evidence of implementation and student progress.
4. Teacher will produce a folder or portfolio of their work to be shared with and reviewed by the Principal, Assistant Principal, and the Danielson Teams.
5. Teachers will be asked to select a lesson and a period for the Danielson Teams to visit and provide feedback.
6. Teacher will present lessons during professional development to the entire staff.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. For items 1- 6 Key personnel includes Teachers as well the Principal and Assistant Principal
2. For items 1- 6 The implementation will utilize common preps, professional development, and after-school per session activities

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Progress will be measured through classroom observations, the evaluation and analysis of lesson plans, and the corresponding student work (including final product)

#### **D. Timeline for implementation and completion including start and end dates**

1. Ongoing timeline from Sept. 2013 through June 2014. Expected production of first final product by Jan. 2014 and second final product by May 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. On an ongoing basis, administration and teachers will make use of common preps, professional development, and after-school meetings to evaluate lesson plans and student work

### **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).

1. Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals, expectations, at home student support, and student progress [Including informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, and college admittance]
2. Parents and students invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA)

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
X – Contract for Excellence							

### Goal and Action Plan #3

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

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

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

**During the academic year 2013 – 2014; the teachers of Global History, U.S. History, Living Environment, Integrated Algebra, and English 9-12 will use the data derived from MOSL / NYC Performance Tasks to develop academic intervention plans that target the lowest one-third of their student population. The academic intervention plans will promote academic literacy and individual student growth in baseline performance as determined by the use of subject-specific NYC Performance Assessment Rubrics. The NYC Performance Assessment Rubrics will be used to evaluate varied instructionally driven / subject-specific tasks as well as the end of year NYC Performance Assessment.**

#### **Comprehensive Needs Assessment**

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

**The identified need aligned to this goal is based on targeting the school's lowest one third performing students in relationship to the CCLS and subject-specific achievement. The data derived from this year through this tool will be used to develop and promote subject –specific and literacy based academic intervention for students in need.**

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- 1. Organizing teachers into departmental teams to grade the NYC Performance Tasks in U.S. History, Global History, Integrated Algebra, Living Environment, and English 9 - 12.**
- 2. Use of available school-wide data to identify lowest third population.**
- 3. Subject-specific analysis and identification of student data derived from the baseline scores**
- 4. Development and implementation of strategies / tasks aligned to baseline data to promote student growth in the academic area and the CCLS**

**B. Key personnel and other resources used to implement each strategy/activity**

1. Items 1 - 4 Key personnel includes Teachers as well as the Principal and Assistant Principal.
2. Items 1- 4 Will utilize common preps, professional development, and after-school per session

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Target population progress will be measured through demonstrated student growth corresponding to the assessment of subject-specific and literacy based performance tasks.

**D. Timeline for implementation and completion including start and end dates**

1. Ongoing timeline from Oct. 2013 through June 2014. Key dates for baseline data is Oct. 2013 and testing data is May 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. On an ongoing basis, teachers will make use of common preps, professional development, and after-school meetings to gather data; leading to the development and implementation of performance tasks**

#### **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).

- 1. Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding informational dissemination centered on the new Common Core Learning Standards and NYC Performance Tasks in preparation of changes to curricula and NYS Regents exams.**

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
X – Contract for Excellence							

### Goal and Action Plan #4

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

#### Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<b>By June 2014 an identified target population of fifteen (15) special education students will be involved in an interdisciplinary initiative to promote specific growth in literacy; as evidenced by two (2) performance tasks aligned to the CCSS ELA – LITERACY – W9-10.1; W11-12.1: ( Writing arguments to support claims...) and CCSS ELA – LITERACY – W9-10.8; W11-12.8: Gathering relevant information from multiple sources...</b>

#### 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.
<b>The identified need aligned to this goal is based on the needs of Special Ed learners in closing the achievement gap by specifically developing performance tasks throughout the content areas that promote the literacy standards: ELA – LITERACY – W9-10.1; W11-12.1: Writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence and ELA – LITERACY – W9-10.8; W11-12.8: Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b>

#### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Teachers will identify fifteen (15) Special Ed students for target population.</li> <li>2. Teachers will organize in grade teams to discuss students' strength, weakness, available data, and student work</li> <li>3. Teachers will develop a strategic intervention plan for each student.</li> <li>4. Teachers will develop and implement two (2) literacy based performance tasks and rubrics aligned to the CCLS for Literacy (ELA – LITERACY – W9-10.1; W11-12.1 and ELA – LITERACY – W9-10.8; W11-12.8).</li> <li>5. Teachers will share tasks, rubrics, student work, and products during grade team meeting as well as full faculty.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Items 1 -5 Key personnel includes Teachers as well as the Principal and Assistant Principal.</li> <li>2. Items 1- 5 Will utilize common preps, professional development, and after-school per session</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Target population progress will be measured by: 1) the level of complexity of student performance tasks and products 2) corresponding assessment rubrics for content-area and literacy.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Ongoing timeline from Feb. 2014 through May 2014. Final products due by June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. On an ongoing basis, teachers will make use of common preps, professional development, and after-school meetings to gather to develop and implement performance tasks, and discuss student needs / progress.</li> </ol>

#### 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).
<b>Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding informational dissemination centered on the new Common Core Learning Standards and Special Reform.</b>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
X – Contract for Excellence										

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Regents Prep Classes, Credit Recovery, Tutoring, Peer -Tutoring, Independent Study, and PM School</b>	<b>Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</b>	<b>Services provided during school day and after school</b>
<b>Mathematics</b>	<b>Regents Prep Classes, Credit Recovery, Tutoring, Peer -Tutoring, Independent Study, and PM School</b>	<b>Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</b>	<b>Services provided during school day and after school</b>
<b>Science</b>	<b>Regents Prep Classes, Credit Recovery, Tutoring, Peer -Tutoring, Independent Study, and PM School</b>	<b>Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</b>	<b>Services provided during school day and after school</b>
<b>Social Studies</b>	<b>Regents Prep Classes, Credit Recovery, Tutoring, Peer -Tutoring, Independent Study, and PM School</b>	<b>Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</b>	<b>Services provided during school day and after school</b>
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	<b>Individual &amp; Group Counseling, College / Career Awareness, Academic &amp; Behavioral Intervention, Parental Outreach &amp; Conferencing , Academic Awareness and Goal Setting, Conflict Resolutions</b>	<b>Services delivered in small groups, one-to-one, parent / student conferences, logs</b>	<b>Services provided during school day and after school</b>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Highly Qualified Teachers are supported and encouraged to continue to grow by: 1) Promoting a culture of shared belief in excellence and peer support. 2) Promoting clear communication of school's mission and professional expectations. 3) Developing a culture of positive feedback and sharing of best practices. 4) Highlighting professional development that targets teacher growth, curricula development, and student awareness. 5) Recognizing teacher achievement and professional growth. 6) Engaging teachers in a cycle of peer feedback. 7) Promoting leadership in teams and professional development

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development promotes: 1) Clear communication of school's mission and professional expectations. 2) The development of individual professional goals aligned to teaching and learning 3) The development of curricula aligned to the CCSS 4) Sharing of best practices. 5) Analysis of student work and products. 6) Intervisitations, learning walks, and observations with frequent feedback 7) Discussion of research based strategies (i.e.: multiple intelligences, backward planning, interdisciplinary approach, etc.)

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are used to support and service students in need by: 1) Funding teachers who provide Academic Intervention Programs such as Credit Recovery, Tutoring, and PM school. 2) Funding instructional classroom supplies. 3) Funding texts & resources

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The teachers' committee provides informational sessions to staff in order to promote an understanding of the assessments. Based on feedback the committee selects appropriate assessments that will be used to inform instruction. Professional development will further support the understanding, sharing, reviewing, and analysis of data by which students can be targeted for multiple intervention as well as the revision of curriculum to implement strategic benchmarks / outcomes /tasks.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>249</b>
School Name <b>Bronx Health Sciences High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Miriam Rivas</b>	Assistant Principal <b>Maudi Rodriguez</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Diane Kjellgren</b>	Guidance Counselor <b>Judith Alvarez</b>
Teacher/Subject Area <b>Nicole Lauler/SPED/ELA</b>	Parent <b>Noemi Delvalle</b>
Teacher/Subject Area <b>Erica Vargas/ELA</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Micael Alcott</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>349</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>3.72%</b>
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## Part II: 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 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
Push-In										8	1	1	3	13
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	8	1	1	3	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	0	2	0	1	5	0	4	14
Total	7	0	0	2	0	1	5	0	4	14

Number of ELLs who have an alternate placement paraprofessional: 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										4	1	0	1	6
Bengali										1	0	1	1	3
SELECT ONE other										3	0	0	0	3
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>12</b>								

\*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	1	0	2	11
Chinese														0
Russian														0
Bengali										1	0	1	1	3
Urdu										0	2	0	0	2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3				3
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	12	3	1	3	19

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										1	0	0	0	1

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

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										2	0	0	1
	A										5	0	1	1
	P										0	0	0	0
READING/ WRITING	B										2	0	0	0
	I										3	0	0	1
	A										2	0	0	1
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	3	0
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	9	9	6	7
Physics	2	0	3	0
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Living Env</u>	9	9	6	7
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

### After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
A high percentage are advanced.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The more enrichment and time spent at BHS has allowed for more advanced scores.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Extensive services will be required to enrich the beginner and intermediate students.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?  
Extensive services will be required to enrich the beginner and intermediate students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
The NYSLESAT scores are used to drive instruction for the ELL students.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
School related information is provided for the parents of ELLs in English and Spanish (if the family's L1 is in fact Spanish). Every effort is made to involve parents in the education of their children. Parents are allowed to and are encouraged to become involved in the School Leadership Team (SLT) and the Parents' Association (PA). The Student Leadership Team and the Parents' Association will conduct monthly meetings and workshops. The workshops will target the inclusion of all parents in understanding differentiated instruction, acquiring language development skills, understanding course requirements, providing academic support, and study skills. We also have a bilingual (Spanish) parent coordinator whose primary role is to be more responsive to parents' needs and concerns.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
N/A:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
ELA Regents results and NYSLESAT results.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
In order to identify ELLs and potential ELLs at Bronx Health Sciences H.S., the HLIS is given to all students new to the system. This will identify any students eligible for the LAB-R. The HLIS is given to the parents by the Principal and/or Assistant Principal. The initial oral interview is conducted by the administrators and/or guidance counselor. The ESL teacher/coordinator

administers and submits the LAB-R for all eligible students. Anyone who tests in is designated an ELL. Similarly, students who may be ELLs but were never tested are often identified by fellow teachers who have concerns about students. If a student's HLIS indicated that they were eligible to receive services, they are tested. When the NYSESLAT is to be administered, students are scheduled by the Assistant Principal to be in a secure room. The ESL teacher/coordinator administers each component of the test. The Listening, Reading, and Writing tests are administered first, in that sequence, and the Speaking is administered individually, usually before the other three components. A block of two 50-minute periods is reserved for each test, with a third period extension available for those who need to finish.

2. 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.  
During the initial admission process, parents are interviewed and given the HLIS. If parents indicate a language other than English is spoken at home, they are asked whether they want their child to receive services from an ESL teacher. They are also informed the only option at our school is ESL, and advised to consider a different program if they want bilingual or dual language instruction for their child. The group of students who are eligible and elected to receive services is sorted out within the first four weeks of school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
The administrative and office staff work together to ensure the information is sent out based on the list of entitled students. They check off forms as received. If none are received, letters are sent out or parents are called in for a face to face conference.
4. 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.  
If a student is identified as an ELL, parents are called and informed so. They are told the only program available is ESL, and given the option to keep the child in the ESL program or to look for a program better suited to meet the student's needs and the parents' wishes. We have a bilingual administration and office staff, and several bilingual teachers in the school, so communication is never an issue.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Out of surveys reviewed, 80% of parents chose ESL. The other 20% preferred bilingual education, but accepted ESL services since it was the only available option.
6. 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.) 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 freestanding ESL program model is largely aligned with parent requests. Those parents who would prefer another option often decide ESL is an acceptable alternative to bilingual education, due to the high caliber of teachers at Bronx Health Sciences H.S. No parent has elected to have their child removed for bilingual education not being offered.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The ESL program model for the 2013-13 school year is freestanding, implementing push-in and team teaching methods. The freestanding program serves 13 students in the 9th grade, 9 students in the 10th grade, 5 students in the eleventh grade, and 1 student in the 12th grade.

During this school year, the students are served by 1 teacher certified in the area of ESL. In our freestanding ESL program, the ESL teacher pushes into the content area classes and works closely with the classroom teachers to ensure that the ELLs receive differentiated instruction based on their individualized learning needs. ELLs are encouraged to work together independently, as well as in mixed-level learning groups. As required, the certified ESL teacher will provide 3 units of instruction to beginners, 2 units to intermediates, and 1 to advanced ELLs (one unit being 180 minutes).
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)?

The performance of the ELLs in Bronx Health Sciences High School reflects the need for providing services focusing on increasing literacy in English, as well as encouraging continued development of the students' L1s (L1 being native language). The ESL teacher has resource books in a small library focusing on the various content areas, improving English vocabulary, developing reading comprehension, developing academic language, and building bridges between the student's L1 and L2 (in 68% of the ELLs, L1 being Spanish; L2 being English). The books are available during the school day, after school during tutoring, and to use as sources school research projects.
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 foster language development and meet the demands of the Common Core Learning Standards.

At BHS, we are committed to addressing the needs of all of our ELLs. We include English Language Learners in all aspects of school life, in order to help them meet their academic needs (based on state ELA and math assessments). At BHS, we place a strong emphasis on a balanced educational approach that includes cooperative learning and inquiry based instruction. This emphasis, when paired with ESL methodologies across the content areas, helps to ensure that the needs of our ELLs are adequately met. The model of lesson plan instruction used at BHS involves the inclusion of interactive mini-lessons, partner and small group work, independent work, and whole class sharing. This model is a particularly effective way of teaching ELLs at BHS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The patterns of the ESL students' NYSESLAT/LAB-R scores (looking at the 4 modalities of listening, speaking, reading, and writing) reflect the need for a program focusing on reading comprehension scores and writing. The scores of the 3 beginning ELLs reflect both their limited experience with the English language, as well as below-level writing ability in their native languages. Thus, Bronx Health Sciences High School's LAP and instructional focus in on the further development of higher order

thinking skills, academic language, and content area knowledge, as well as developing writing skills and comprehending written English.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The ESL teacher will facilitate in the academic development of ELLs by encouraging teachers to employ multi-level grouping in their content-area classes, to incorporate ESL methodologies into their teaching, and to further developing lesson plans for implementation in classes which employ team-teaching.

7. 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?

The ESL teacher will facilitate in the academic development of ELLs by encouraging teachers to employ multi-level grouping in their content-area classes, to incorporate ESL methodologies into their teaching, and to further developing lesson plans for implementation in classes which employ team-teaching.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We include English Language Learners in all aspects of school life, in order to help them meet their academic needs (based on state ELA and math assessments). At BHS, we place a strong emphasis on a balanced educational approach that includes cooperative learning and inquiry based instruction. This emphasis, when paired with ESL methodologies across the content areas, helps to ensure that the needs of our ELLs are adequately met. The model of lesson plan instruction used at BHS involves the inclusion of interactive mini-lessons, partner and small group work, independent work, and whole class sharing. This model is a particularly effective way of teaching ELLs at BHS.

To help our ELLs attain the high standards we have set together, to succeed in their classes, and to master city-wide and state assessments, we offer after school tutoring, as well as preparation for Regents examinations in Regents classes.

### Courses Taught in Languages Other than English

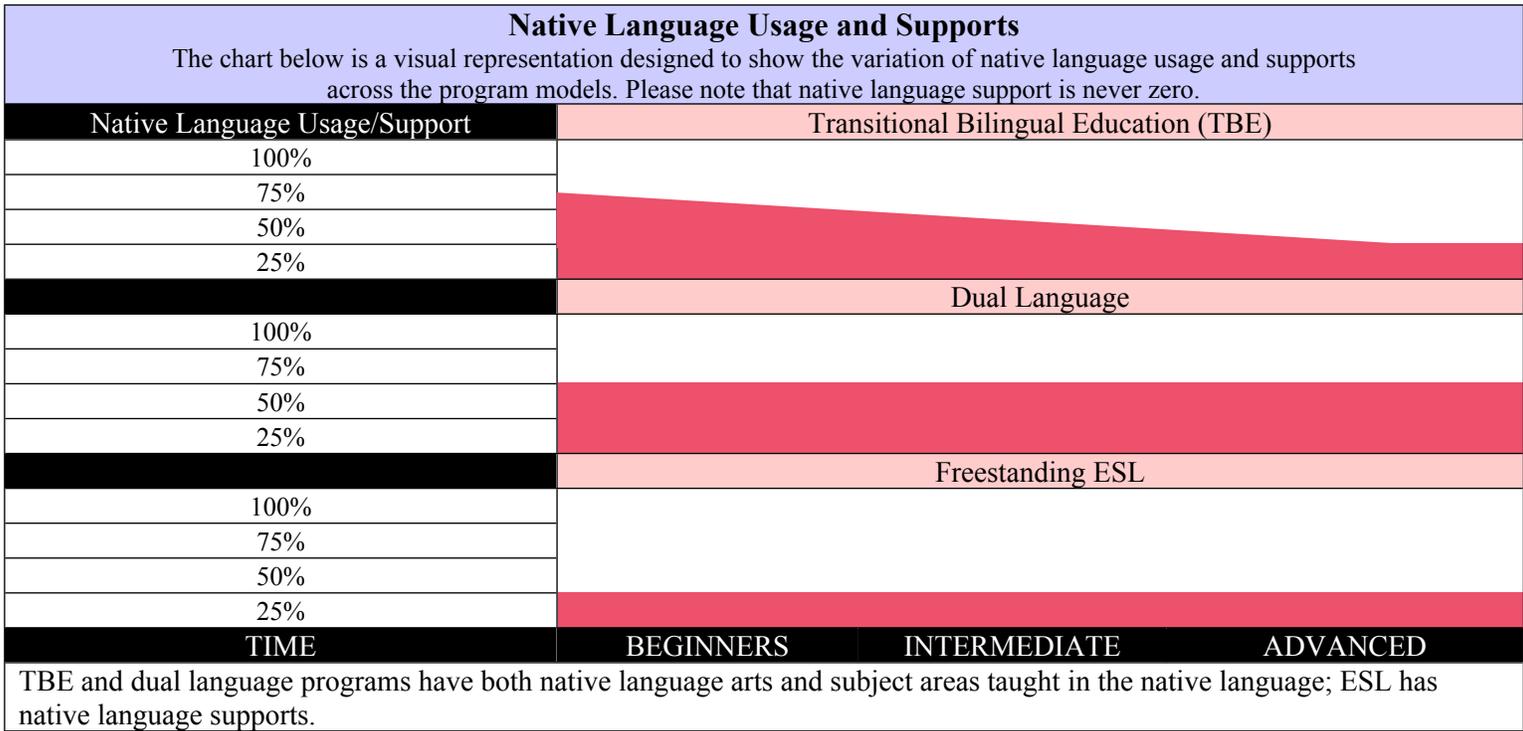
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



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

9. 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.

At BHS, we place a strong emphasis on a balanced educational approach that includes cooperative learning and inquiry based instruction. This emphasis, when paired with ESL methodologies across the content areas, helps to ensure that the needs of our ELLs are adequately met. The model of lesson plan instruction used at BHS involves the inclusion of interactive mini-lessons, partner and small group work, independent work, and whole class sharing. This model is a particularly effective way of teaching ELLs at BHS.

To help our ELLs attain the high standards we have set together, to succeed in their classes, and to master city-wide and state assessments, we offer after school tutoring, as well as preparation for Regents examinations in Regents classes.

Furthermore, at BHS we have 50-minute long class periods which are in the form of block-scheduling. This allows the teachers and students to form more meaningful relationships with one another.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The push in model, coupled with ELA and literacy classes, have allowed our ELL population to be very successful.

11. What new programs or improvements will be considered for the upcoming school year?

Possibly the purchase of software and more supporting textbooks for classroom enrichment.

12. What programs/services for ELLs will be discontinued and why?

N/A:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELA teachers are available after school for extra support services to the ELL population.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Professional development on scaffolding techniques and differentiated learning, with a focus on ELLs;

Parent workshops;

Extended after school tutoring across the content areas;

Cooperative learning, in the form of team teaching, between content area science teachers and the ESL teacher and;

Interdisciplinary projects which involve ELLs and ALL students in activating prior knowledge and engaging in higher order thinking through hands-on learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

ELLs are offered extra tutoring services after school with the 9<sup>th</sup> grade ELA teacher.

The students are also offered supportive help during lunch periods as well.

Mentors are assigned to each of the ELL students.

18. What language electives are offered to ELLs?

Spanish Conversation, Medical Conversational Spanish, LOTE prep

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?

d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  - Professional development on scaffolding techniques and differentiated learning, with a focus on ELLs;
  - Parent workshops;
  - Extended after school tutoring across the content areas;
  - Cooperative learning, in the form of team teaching, between content area science teachers and the ESL teacher and;
  - Interdisciplinary projects which involve ELLs and ALL students in activating prior knowledge and engaging in higher order thinking through hands-on learning.

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

School related information is provided for the parents of ELLs in English and Spanish (if the family's L1 is in fact Spanish). Every effort is made to involve parents in the education of their children. During the current school year parents were allowed to and were encouraged to become involved in the School Leadership Team (SLT) and the Parents' Association (PA). The Student Leadership Team and the Parents' Association will conduct monthly meetings and workshops. The workshops will target the inclusion of all parents in understanding differentiated instruction, acquiring language development skills, understanding course requirements, providing academic support, and study skills. We also have a bilingual (Spanish) parent coordinator whose primary role is to be more responsive to parents' needs and concerns.

All parents of newly enrolled students are provided with an orientation session on the standards set by the state, requisite assessments, the New York City discipline code, school expectations (including the school's dress code and the mandated community service component), and programs offered (in the case of the parents of ELLs, the ESL program at BHS is discussed). The Principal, Assistant Principal, Guidance Counselors, and teachers provide an overview of the various programs at our school, as well as rules and regulations in place. A workshop for the parents of all ESL students who will be taking the NYSESLAT will be offered. Parents are interested in having their children perform well on their exams, succeed in their content area classes, and to successfully test out of the ESL program. The trend in the parent choice letters indicated that the parental choice for their children was a freestanding ESL program.

### E. Additional Information

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

At Bronx Health Sciences High School, administration, fellow teachers from BHS, and consultants from Princeton Review provide ongoing professional development. Professional development topics include, but are not limited to:

- Differentiated instruction
- Using graphic organizers in the classroom
- Behavior management
- Interdisciplinary learning and instruction
- School-wide projects (including a senior exit project)
- Using students' notes to assess understanding
  
- Scaffolding techniques for ELLs (drawing from a 30 hour-long summer QTEL training institute at Lehman College)
- Accommodation for SETSS (Special Education Teacher Support Services) students
- Inquiry based learning

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 11X249 School Name: Bronx Health Sciences High School

Cluster: CFN Network: 411

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

### **Part A: Needs Assessment Findings**

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

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

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

#### ESL Program Patterns

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

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

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

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

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.

The following information was given to both the students and parents in both English and their native language.  
The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.  
The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.

. Organization of staff

. In our program model of ESL, the content area teachers and ESL teacher work closely together in a collaborative manner to deliver instruction. The students receive the mandated amount of instructional minutes, or more, according to this system. All students receive these services through co-teaching with an ELA teacher, push-in, and pull-out services (as needed).

All content areas are delivered in English with scaffolded instruction with individual adaptations as needed, as well as small group and 1:1 assistance from the ESL teacher. Students also engage in collaborative school wide projects and presentations to enrich academic and communicative acquisition of English. This information will be provided to the parents and students via translated documents.

## **Part B: Strategies and Activities**

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

The school will provide all necessary documents for ELL students and parents translated in their appropriate languages. School counselors and Assistant Principal will help facilitate this process.

Schools shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

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.

The school will call parents and inform them of all of the necessary information needed for them in the appropriate language. Parents will be called in to the school for necessary conferences with necessary interpreters.

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

The Department shall provide interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with school staff and school officials regarding critical information about their child's education.

Depending upon availability, such interpretation services may be provided either at the location where the parent is seeking to communicate or by telephone.

The Department's Translation and Interpretation Unit shall provide interpretation services at the following Citywide meetings:

1. Panel for Educational Policy Meetings;
2. Citywide ELL parent meetings;
3. Citywide/Community Education Council Meetings;
4. Other Citywide parent meetings organized by central offices.

Interpretation services shall be provided in whichever of the covered languages the Department expects will be spoken as the primary language(s) of the persons attending such meeting or event.

#### NOTIFICATION REQUIREMENTS

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent

covered languages, indicating the availability of interpretation services.

Each 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 offices solely due to language barriers.

Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.