



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BRONX ACADEMY OF HEALTH CAREERS
DBN (i.e. 01M001): 11x290
Principal: DAWN SANTIAGO
Principal Email: DSANTIAGO3@SCHOOLS.NYC.GOV
Superintendent: CARRON STAPLE
Network Leader: BARBARA GAMBINO

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
Dawn Santiago	*Principal or Designee	
Samuel Matthews	*UFT Chapter Leader or Designee	
Allison Johnson	*PA/PTA President or Designated Co-President	
Simon Worrell	DC 37 Representative, if applicable	
Ravindra Singh Victoria Carrion Faith Lancaster	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jude Adniji	Member/ UFT	
Weg Wint	Member/ UFT	
Steve Lancaster	Member/ Parent	
Karen Spence	Member/ Parent	
Tanya Carrion	Member/ Parent	
Catherine Rodriguez	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

To improve teacher effectiveness by developing a system of continuous observations to support instruction and give meaningful feedback. By June 2014, 100% of teachers will have been observed at least 4-6 times and given feedback aligned to teacher effectiveness rubrics.

Comprehensive Needs Assessment

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

This goal is aligned to 2013-2014 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

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

All 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 will be developed based on the needs of teachers and recommendations from administrators.

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

1. Observations will be conducted by all school administrators. Professional Development will be conducted by administrators, teachers, and outside organizations including the UFT Teacher's Center, the Executive Leadership Institute, and New Visions. Administrators will meet with the DOE Talent Coach to align practices to the Danielson Rubric.

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

1. Administrators will meet regularly to evaluate progress of observations, teacher performance, and impact on student outcomes. Teachers will participate in Professional Development during weekly meetings and PD sessions.
2. Teachers will reflect on practices mid-year and end of year.

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

1. Observations will begin in October after Initial Planning Conferences and will continue thru the end of May. At least fifty percent of observations will be complete by the end of Semester 1.
2. Teacher reflections will take place at the end of each semester.

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

1. Professional Development will occur on designated days including September PD days, Elections Day, and June PD Day. In addition, as per the school's SBO, Friday afternoons will be devoted to Professional Development for teachers.
2. Tax Levy and title I funds will be used to pay per session to school administrators and teachers to plan and facilitate Professional Development Sessions. These 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.

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).

At the beginning of the school year, all parents were invited to attend a Parent's Association meeting in which Citywide Instructional Expectations and College and Career Readiness requirements were outlined. 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 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	x	Title III		Set Aside	X	Grants
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, all students will experience Common Core aligned units of study in core subject classes as evidence by tasks, classroom observations, and unit plans.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
This goal is aligned to Citywide Instructional Expectations. CCLS enables students to gain the necessary skills to be college and career ready.

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

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, the Executive Leadership Academy, and New Visions. 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. Department teachers will collaborate to design lessons and performance tasks, including research, and examine student work.
All students will have access to technology for research and assignments either in classrooms, or in the campus library. 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. Additional mobile laptop carts will be available for student use. 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.

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

1. Common Core Learning Standards resources and professional development will be provided by administrators, Teacher Leaders, UFT Teacher’s Center, Executive Leadership Institute, and New Visions. Technology will be monitored by the APO, school aides, and technician.

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

1. Teachers will review curriculum and unit plans during Department meetings which occur weekly.
2. Each semester students will complete research based assignments utilizing technology and various text resources available.

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

Common Core aligned units of study will be implemented throughout the school year, September to June. Teachers will review and reflect on curriculum and units at the end of each semester.

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

1. From October 2013 – May 2014, teachers will meet weekly, within their content area departments, to share methods and strategies for implementation of Common Core Learning Standards aligned to their curriculum.
2. Title I 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 additional 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.

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).

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 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	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

By June 2014, 100% of students in health classes will be exposed to health careers and opportunities associated with the healthcare field.

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.

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

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

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

Select juniors and seniors, 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 Physical Education 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. This will enable our school to offer CPR certification to the entire school community.

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

1. The Assistant Principal will coordinate and supervise the after school and community events.
2. Personnel from Bronx Community College will instruct students in the Health Information Management Prep Program.
3. Physical Education and Health teachers will serve as instructors for CPR course.
4. Health Professionals from various organizations

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

1. Students participating in the Health Information Management Prep Program will receive progress reports in March and final grades at the end of May.
2. The number of students, staff, and parents receiving CPR certification in the Fall semester will be examined to inform efforts for outreach for the second semester.

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

1. The Health Information Management Prep Program will run from February to June.
2. Students in Health classes will be offered CPR certification in

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

1. The school schedule will allow for health classes to take place 5 days per week for both semesters.
2. In conjunction with Montefiore Medical Center School Health Program, events will take place at various times throughout the school day.
3. Our school will provide the classroom, photocopies, and textbooks for students participating in the Health Information Management Prep Program.
4. CPR equipment and materials will be purchased for the CPR certification course.

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).

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 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	x	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.									
Wellness Grant									

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.

By June 2014, the number of students meeting college readiness benchmarks in ELA will increase by 5%.

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.

As part of College Readiness, students are expected to earn a grade of at least 75% on the Comprehensive English Regents Examination. As per the 2012-2013 School Progress Report, 40% of students scored a grade of 75+ on the ELA Regents in SY 2012-2013.

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

After-school tutoring and Saturday School will be provided to students in core content areas, including English, Mathematics, Science, and Social Studies. Students will be able to participate in small group and personalized instruction.

College Now opportunities in partnership with CUNY Hostos, Lemman 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.

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

1. Guidance counselors, teachers, and administrators will examine data from ATS, STARS, ARIS, and Datacaton/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. Teachers licensed in the subject areas will be hired to tutor and prepare students for Regents examinations. School aides will monitor attendance and conduct phone calls for parent outreach.

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

1. At the beginning of the school year, students who will be taking the ELA Regents in January will be identified for Saturday and Afterschool programs. Attendance for these programs will be monitored weekly by the school aide. After the January administration of regents examinations, students who need to re-take the examination will be identified to take the exam in June.

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

After school and Saturday tutoring will run November – January in Semester 1 and March – June in Semester 2. If necessary, students will be given additional instruction during summer school July – August.

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

1. Data systems including ATS, STARS, ARIS, and Datacaton/Skedula will be accessed to check student scores and for item analysis to inform instruction. The data specialized will sync reports weekly to ensure data is up to date.

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).

- 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 Aid 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 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	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

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.
 By June 2014, credit accumulation for students, including students in the lowest 3rd, will increase by at least 5% overall.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 According to the 2012-2013 Progress Report, credit accumulation for students for students in the 1st, 2nd, and 3rd year of high school as indicated by earning 10+ credits, decreased when compared to the previous school year.

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. Additional academic supports will be offered to students to enrich and reinforce classroom learning during after school programs, lunch & learn, and Saturday school.
 2. Teacher teams will identify students who are in the lowest 3rd and devise strategies to better support these students in their classes.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Teachers in all content areas will tutor and offer academic support to students.
 2. The Data Specialist will provide data information to teacher team leaders.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Scholarship data will be analyzed each marking period to determine how students are progressing. Administrators will meet with teacher once per marking period to discuss scholarship report data.
 2. Data will be provided to each team at the end of each marking period.
- D. Timeline for implementation and completion including start and end dates**
 1. After school and Saturday programs will run November – January and March – June.
 2. Teacher teams will weekly from October – May.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. After school programs will take place one hour after school 3 times per week.
 2. Saturday School will take place for 4 hours each Saturday. Teachers will be paid per session. A school aide will be paid for outreach and attendance monitoring.

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).
 Parents will be informed via phone calls and letters home. The program schedules will also be communicated regularly at Parent Association and SLT meetings which occur monthly. Parents will have access to PupilPath to track their child’s progress. Additional progress reports will also be mailed home.

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	x	Title III		Set Aside	x	Grants

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Teachers will be assigned to teach in content areas in which they are qualified. 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 necessary supports. All teachers will participate in Professional Development sessions aligned to Citywide Instructional Expectations.

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 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.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I funds will be used for outreach to parents including phone calls, meetings (including Parent Conferences, Parents Association, School Community Events, and School Leadership team), and mailings to promote parent involvement and communication. Funds will also be used to provide Students in temporary Housing with the necessary supplies needed such as basic school supplies, uniforms, transportation to participate in programs and school events.

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.).
N/A

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.
A MOSL committee consisting of four teachers and four administrators meet regarding decisions on assessments. Professional Development is provided during whole staff PD days, and during teacher team meetings, regarding assessment selection and administration, data analysis, and the use of data to inform instruction. Professional Development for these areas is predominantly teacher-led.

TA Schools Only

Use of Program Resources

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

Students will be provided with additional instructional by a teacher certified in that area via push-in into content classes during Saturday and After school programs. Outreach will be made to parents via letters home, phone calls from School Messenger, and phone calls by a bilingual staff member.

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).

A teacher certified in the area will push-in to content area classes during the regular school day. Students will be provided with additional resources including dictionaries for use in every class. An F-status teacher will work directly with teachers to assist in adapting and enriching curriculum to meet the needs of students. A school aide will assist with parent outreach including mailing of documents and letters and phone calls.

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

Bronx Academy of Health Careers

PARENTAL INVOLVEMENT POLICY

Parents and families of students in **Bronx Academy of Health Careers**, will be provided with opportunities to participate in Parents Association, the School Leadership Team, school wide events and celebrations, and educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at we will:

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals both for new and returning member of the school community;
- > conduct outreach activities;
- > distribute notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > scheduled meetings at various times during and after the school day to accommodate parents;
- > continually communicate with parents through our school calendar and PupilPath, letters and phone calls.

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Bronx Academy of Health Careers SCHOOL – PARENT COMPACT

The school and parents are working cooperatively to provide for the successful education of the children agree:

The School Agrees...

- **To convene** an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- **To offer** a flexible number of meetings at various times and, if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.

- **To actively** involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- **To provide** parents with timely information about all programs.
- **To provide** performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- **To provide** high quality curriculum and instruction.
- **To deal** with communication issues between teachers and parents through:
 - parent-teacher conferences at least twice annually
 - frequent reports to parents on their children's progress
 - reasonable access to staff
 - opportunities to volunteer and participate in school events and parent workshops.

The Parent/Guardian Agrees...

- **To become** involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- **To work** with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.
- **To share** the responsibility for improved student achievement.
- **To communicate** with his/her child's/children's teachers about their educational needs.
- **To ask** parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
- **To increase** parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:
 - attending PA Meetings
 - their involvement in parent workshops
 - participating in any school events
 - serving as a PA or SLT member
 - attending Community Based Organization meetings
-

**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 11	Borough Bronx	School Number 290
School Name Bronx Academy of Health Careers		

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 Dawn Santiago	Assistant Principal Arlene McNeal
Coach N/A	Coach N/A
ESL Teacher N. Hamilton	Guidance Counselor M. Kinyan
Teacher/Subject Area S. Jefferson/ELA	Parent T. Carrion
Teacher/Subject Area C. Andrews/ELA	Parent Coordinator N/A
Related Service Provider A. Deville	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	469	Total number of ELLs	41	ELLs as share of total student population (%)	8.74%
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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 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										2	2	2	2	8
SELECT ONE														0
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	41	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	15
SIFE	9	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	13

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	18	0	4	10	0	5	13	0	6	41
Total	18	0	4	10	0	5	13	0	6	41

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
TOTAL	0													

*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
TOTAL	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
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										17	7	3	5	32
Chinese										1				1
Russian														0
Bengali										1	2			3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	2		1	5
TOTAL	0	0	0	0	0	0	0	0	0	21	11	3	6	41

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)										9	2	0	0	11

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)										5	4	0	3	12
Advanced (A)										7	5	3	3	18
Total	0	0	0	0	0	0	0	0	0	21	11	3	6	41

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

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	6		1	
Integrated Algebra	15	0	11	0
Geometry	2	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	1	0	0	0
Earth Science	0	0	0	0
Living Environment	15	0	11	0
Physics	1	0	0	0
Global History and	8	0	4	0
Geography	0	0	0	0
US History and	6	0	1	0
Foreign Language		1		1
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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.

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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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. 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](#))

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.

The AMAO Estimator Tool allows us to analyze student achievement within the content areas; it allows us to look at the progress toward achievement of proficiency for our various ELL subgroups which in turn allows us to design appropriate programs for those students. This tool also gives us important information such as home language, grade level, years of ELL service, NYSESLAT proficiency and progress, and SIFE status.

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

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?

a. 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 6 students out of 39 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.

b. The data from this assessment is used by the school leadership team and teachers 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.

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

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](#).)

N/A. We are a high school (grades 9-12).

6. How do you make sure that a child's second language development is considered in instructional decisions?

To ensure that our students' second language development is considered in instructional decisions, we differentiate instruction, using a variety of instructional activities. Additionally, all content areas are taught using scaffolding strategies to make content comprehensible.

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.).

We evaluate the success of our ELL program through classroom performance and New York State NYSESLAT, and Regents 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](#).)
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 ELL Program Administrator. 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 Interpretation 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 ELL Program Administrator. 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 One Fordham Plaza, 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, intermediate or advanced. Our ELL Program Administrator, Ms. A. McNeal, is responsible for conducting the initial screening, administering 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.

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.

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 we show the ELL Parent Orientation Video, after which our Principal, Ms. Dawn Santiago further explains the three ELL programs offered throughout 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. 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 [\[see tool kit\]](#).)

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. When returned, these forms are placed in the student's file with copies placed in the ELL Administrator's binder. 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. 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.

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 Interpretation Unit.

Whenever a new student who is determined to be an ELL is admitted, we update the ELPC screen in ATS within ten to twenty days of admission.

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.

To ensure that all our ELLs take the NYSESLAT each spring, our ELL Program Administrator, Mrs. McNeal, generates the RLER and RLAT ATS reports which identify those students who are eligible to take the test. Parents of all eligible 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 ELL Program Administrator conducts a simulated NYSESLAT administration using New York State NYSESLAT samplers.

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. 

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. They were given the option of reporting to the Office of Enrollment located at One Fordham Plaza in the Bronx to seek a bilingual school or place their child in our Freestanding ESL program. The parentst opted for the bilingual placement.

As explained previously, 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. 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 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])?
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)?

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. 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.

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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In both the content area and ESL classes, students are evaluated in all four modalities, listening, reading, speaking, and writing both formally and informally. Teachers design lessons aligned to the common core standards including reading standards for literature (ie responding to literature), informational text (ie integration of knowledge and ideas), writing standards (ie production and distribution of writing), speaking and listening standards (ie presentation of knowledge and ideas), and language standards (ie conventions of standard english, vocabulary acquisition and use).

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).

For all our ELL subgroups including SIFE (currently we have none), newcomers, 4-6 years, Long-Term and special needs ELLs

and

former 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.

Additionally, 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.

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?

As previously explained, 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.

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?

Currently we have a total of 15 ELL-SWDs. Eight (8) 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. Six (6) 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:			

Courses Taught in Languages Other than English *i*

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.

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 41 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 November 2013 through June 2014 during the hours of 9:00 a.m. – 1:00 p.m. and includes two sessions: Session A from 9:00 a.m. – 11:00 a.m. and Session B from 11:00 a.m. – 1:00 p.m. Classes offered are Advanced Algebra and Trigonometry/Geometry, ELA, Chemistry, Living Environment, Intensive ESL, and social studies. 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.

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

Because of our targeted intervention programs, eleven out of fifteen students passed the Integrated Algebra Regents, eleven out of fifteen passed the Living Environment Regents, and one of two students passed the Geometry Regents.

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

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

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

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

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

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.

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

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

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

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.

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

As mentioned earlier, our ELL students use the same level of instructional materials as our non ELLs. These instructional materials are aligned with grade and age levels. In addition, we ensure that materials ordered specifically for our targeted intervention programs also correspond to our ELL's age 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.

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

18. What language electives are offered to ELLs?

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

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)?

Not applicable.

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.

1. All school personnel, including subject area teachers, teachers of ELLs, school secretaries, speech teacher and guidance counselors will participate in both on- and off-site professional development throughout the school year. Our PD objectives for the 2013-14 school year are a) To align curriculum to the CCLS; b) Improve teacher effectiveness through the use of Danielson's Framework; and c) Improve academic performance with our lowest third. The PD topics planned for the first semester of this school year follow:

October 2013	Infusing CCLS in Curriculum Maps & Lesson Plans, Ms. M. Rogers
November 2013	Differentiated Instruction, Nicole Scariano
December 2013	Aligning Instruction with the CCLS, Dr. L. Helms
January 2014	Danielson's Framework for Teaching: Focus on Domains 1 & 4, Anthony Klug

We are currently working on our professional development topics for the second semester of this school year.

2. To support ELLs as they engage in the CCLS, one of our professional development goals for this school year is to provide workshops centered around aligning curriculum to the CCLS. We have already provided two workshops this school year as indicated above, i.e., "Infusing CCLS in Curriculum Maps & Lesson Plans," and Aligning Instruction with the CCLS.
3. Our Professional Learning Teams and guidance counselors assist ELLs as they transition from high school to college.
4. The Bronx Academy of Health Careers is committed to assisting all teachers in obtaining at least 7.5 hours (10 hours for special education teachers) 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 Office of English Language Learners, NYC Department of Education. Our ELL Program Administrator 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, an a description of the workshop. Our ELL Program Administrator 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, workshop topics will include the Common Core and ESL Standards, technology, and high impact differentiated and academic language development strategies.

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?
 1. Our parents, including the parents of ELLs are involved in our school through our Parents Association and School Leadership team. Whenever parents call or come to our school, we always have staff available for translation purposes. Should the need ever arise, we will utilize the services of the Translation and Interpretation Unit of the NYCDOE. Additionally, in conjunction with our ELL Saturday Academy, we offer four workshops for parents of ELLs to keep them informed of issues involving their children's education. The workshops include: The English Language Learner Program Identification, Placement, and Services; Parent's Role in Preparing Students for the NYSESLAT; the Regents Exam: Is Your Child Prepared; and Requirement for Promotion and Graduation.

2. Our school partners with the Community-Based Organization Good Will Industries which focuses on attendance improvement and drop out 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 Mosholu Montefiore Community Center ELL Program. Some of the services that they offer include ESL and Civic classes, Working Together as a Team With Parents for your Child's Success in School, Food Stamp Assistance, and Legal Services Referrals.

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

4. We make every effort to address the needs expressed by parents collectively and individually. Based on feedback received through surveys, we are offering four workshops for parents of ELLs to keep them informed of issues involving their child's education and to better equip them to give homework assistance to their children. The workshops will be offered on Saturday a month in March, April, May, and June 2014. The topic will be School Requirements, The NYSESLAT, Preparing for the Regents Exams, and culminating activities in June 2014. 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.

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.

Not applicable.

Part VI: LAP Assurances

School Name: Bronx Academy of Health Career

School DBN: 11X290

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Dawn Santiago	Principal		10/15/13
Ms. Arlene McNeal	Assistant Principal		10/15/13
NA	Parent Coordinator		10/15/13
Ms. Neisha Hamilton	ESL Teacher		10/15/13
Tanya Carrion	Parent		10/15/13
Ms. Shirley Jefferson/ELA	Teacher/Subject Area		10/15/13
Mr. Christopher Andrew/ELA	Teacher/Subject Area		10/15/13
NA	Coach		10/15/13
NA	Coach		10/15/13
Mrs. Marise Kinyon	Guidance Counselor		10/15/13
NA	Network Leader		10/15/13
NA	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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, the Parents' Preferred Language Form, the 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: Spanish, Wolof, Bengali, Chinese, Malay, Mandinka, and Fulani. The school community was informed of these findings at our first school-wide professional development in September 2013. 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 14 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 parents. 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		