

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

11x290

School Name:

BRONX ACADEMY OF HEALTH CAREERS

Principal:

DAWN SANTIAGO

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School Grades 9-12 School Number (DBN): 11x290
School Type: Day High School Grades Served: 9-12
School Address: 800 East Gun Hill Road, Bronx NY
Phone Number: (718) 696-3340 Fax: (718) 696-3380
School Contact Person: Dawn Santiago Email Address: DSantiago3@schools.nyc.gov
Principal: Dawn Santiago
UFT Chapter Leader: Samuel Matthews
Parents' Association President: Tanya Carrion
SLT Chairperson: Noel Lawson
Student Representative(s): Faith Lancaster, Ravindra Singh, Victoria Carrion

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY
Superintendent's Email Address: CStaple@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718) 741-7098

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: 562 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dawn Santiago	*Principal or Designee	
Samuel Matthews	*UFT Chapter Leader or Designee	
Tanya Carrion	*PA/PTA President or Designated Co-President	
Diana Johnson	DC 37 Representative, if applicable	
Victoria Carrion Faith Lancaster Ravindra Singh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Noel Lawson	Member/ UFT	
Neisha Hamilton	Member/ UFT	
Karen Spence	Member/ Parent	
Allison Johnson	Member/ Parent	
Steve Lancaster	Member/ Parent	
Eva Booker	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The mission of The Bronx Academy of Health Careers is to educate students to become competent, self-confident, literate, responsible, and compassionate citizens who are ready for college and careers.

We provide our students with a safe and supportive environment in which they can grow and realize their potential for success. Through the use of sound educational practices supported by mentoring, peer review, and exposure to various careers, we will enable students to graduate high school in a timely manner prepared for life beyond high school. We will provide students with the skills necessary to enter and succeed in college or other postsecondary institutions and grow to become stewards of good healthcare.

Staff, community, and parents will collaborate to ensure that our students receive the necessary support and resources they need to succeed.

In broad scope, in collaboration with the entire school community, our school goals are:

- To align curriculum to Common Core Learning Standards to make students college and career ready.
- To improve teacher effectiveness by aligning practices to the Danielson Framework.
- To increase student performance and credit accumulation for all students, especially those in the lowest third.

To support our goals, a school instructional focus, aligned to Citywide Instructional Expectations has been established.

The instructional focus includes:

- Evidence in Argument- Students will develop the skill of using evidence from a variety of text sources to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.
- Student-to-Student Discussion- Students will engage in high-quality discussions, exemplified by responding to and extending one another's thinking and crafting questions to help one another deepen and elaborate upon their thinking. Strategies for establishing this student-to-student interaction includes effective higher-order questioning, engaging learning activities, accountable talk, Socratic Seminars, and debates.
- Collaborative Learning- Through teachers' strategic use of intentional groupings, students will develop the ability to learn and get along with others through small-group activities with their peers.

Our school's accomplishments in SY 2013-2014, include:

- An overall increase in credit accumulation of 9.7% for all students in their 1st, 2nd and 3rd year.
- An overall increase in credit accumulation of 26.6% for students in the lowest third in their 1st, 2nd, and 3rd year.
- An increase of 3.1% for 4 year graduation and of 2.6% for 6 year graduation.
- An increase of 5% of students deemed college ready for ELA by the end of their 3rd year.

Key areas for focus are a refinement of our school goals and instructional focus and include:

- Further alignment of Unit plans to Common Core Standards with a focus on skills to improve writing and discussion.
- Strategic and differentiated approaches to support student success based on student grades and needs.
- Improving instruction with focus Professional Learning opportunities for staff.
- Collaborative efforts with teachers, staff, administrators, students, parents, and the community to celebrate accomplishments, offer supports and resources, and promote further student success.
- Creating a welcoming inclusive setting for all involved in promoting success of students

Our school CEP was developed in collaboration with a dedicated group of individuals who recognize the importance of

working together to promote student success including, teachers, support staff, administrators, parents, and students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

The application of these skills is assessed via examinations including the NYC ELA Performance Task and the NYS Comprehensive English Regents. An analysis of student work and performance based on the NYC ELA Performance task given to all students in SY 2013-2014, indicated the need to focus on argumentative writing skills as aligned to Common Core standards. In SY 2013-2014, 45% of students earned a score of 75+ on the NYS English Regents by June of their 3rd year.

Classroom observations conducted during SY 2013-2014, indicate the need to align student learning activities to instructional shifts and focus on student discussion and collaborative learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Unit Plans in all core subject areas will be aligned to Common Core and include tasks focused on skills aligned to the school’s instructional focus of evidence in argument, student to student discussion, and collaborative learning. Teachers will participate on Professional Learning and collaborate with one another, and administrators to ensure this alignment. By June 2015, the percentage of students in their 3rd year (Cohort 2016) who earn a NYS English Regents score of 75+, deeming them college ready, will increase by at least 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Department Teacher Team Leaders and Administrators will work with teachers within their departments to use the Tuning Protocol and the Tri-State Equip Rubric, to analyze teacher unit plans, and	Core subject area	Department Team Leaders will	Department Team Leaders, Teachers, Department

give feedback for improvement during Professional Learning time.	teachers	be trained in September and October and all teachers will receive feedback from colleagues on their Unit Plans by the end of January 2015.	Administrators
Professional Development focused on evidence in argument, collaborative learning, and student discussion will be provided to all teachers. Strategies include using informational text, accountable talk, Socratic Seminar, effective questioning, student engagement, and differentiation focusing on SWDs and ELLs.	All teachers	Cycles Professional Development will occur every six weeks beginning in September and thru June.	School Administrators
Information will be distributed to the entire school community, including parents via a school newsletter.	School community, parents	Newsletters will be distributed each marking period (six weeks). The first beginning in October and thru June.	School Administrators
Students preparing for the NYS English Regents will be offered additional supports including Saturday School and After School tutoring.	Students in Cohort 2016	Saturday School & After School programs will run November – January and March - June	School Administrators, Guidance Counselors, and Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Time for teacher planning will be allocated as per the schools' SBO and additional time will be allocated as needed.
- Instructional Resources include access to technology, computer maintenance, software, and access to texts for both teachers and students.
- Personnel will be used to cover classes for teachers to participate in additional Professional Development and for additional time for Team meetings, as needed. Personnel will assist in communicating information to parents and the school community via meetings, mailings, and phone calls. Personnel will be used to program, supervise, and instruct during Saturday School and After School Programs. Personnel will be paid per session for any

additional time beyond contractual obligations dedicated to this work.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Evidence of teacher curricular planning will be reviewed every six weeks to eight weeks as aligned to cycles of observation.

The mid-point benchmark indicating progress towards meeting this goal will be based on the reports from each Department Team Leader and Department Administrator that each core content teacher has received feedback from colleagues regarding their planning and made necessary revisions at least once. The percentage of students in Cohort 2016 earning a college readiness score of 75+ on the ELA Regents in January will increase by 3%.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The School Progress Report indicates, in SY 2013-2014, there was an overall increase in credit accumulation of 9.7% for students in their 1st, 2nd, and 3rd years compared to SY 2012-2103. However, students in their 1st year had a slight decrease of 1%. In order for students to feel supported and challenged, additional instructional supports to promote student success will be offered.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, credit accumulation for students will increase by 5% overall and by at least 2% for students in their 1st year, including students in the lowest third.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Saturday School & After School programs will be offered to students to reinforce classroom learning and prepare students for examinations including Regents. Peer tutors will push into classes during their Community Service time.	Students in need of additional academic supports.	Saturday School & After School programs will run November – January and March - June	School Administrators and Guidance Counselors
Teacher teams & Guidance Counselors will identify students in need of academic interventions and devise strategies to support students in their classes by analyzing scholarship data each marking period to determine how students are progressing. Students who are at risk of failing will be partnered with peers from other grades who will serve	Students in need of additional academic supports.	Grade Teacher Teams will meet weekly to	Grade team Leaders, School Administrators, Guidance Counselors

as mentors.		review student progress October – June. Student mentoring will begin in January and last through June.	
Instructional support for ELLs and SWDs will be provided via push-in to classes during the school day, Saturday, and After School programs.	ELLs and SWDs in need of additional academic supports.	Ongoing September - June	School Administrators, Guidance Counselors
Parents will be notified of student progress via the use of PupilPath, teacher team conferences, phone calls, PA meetings, and mailings. Parents will also received congratulatory letters when students achieve honor roll and make improvements and participate in award ceremonies. Students will be offered incentives for improvement such as reward trips, award certificates, and luncheons.	Parents and Students	Ongoing September - June	School Administrators, Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Time for teacher meetings will be allocated as per the schools' SBO and additional time will be allocated as needed. • Funding will be needed for incentives and awards for students and parents. • Instructional resources including texts and technology will be provided for enrichment and academic support. • Personnel will assist in communicating information to parents and the school community via meetings, mailings, and phone calls. . Personnel will be used to program, supervise, and instruct during Saturday School and After School Programs. Personnel will be paid per session for any additional time beyond contractual obligations dedicated to this work.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>

Each marking period (approximately every six weeks), scholarship data will be analyzed and compared to the previous year's data to monitor student progress. At the end of the first semester at the end of January, credit accumulation will be analyzed and compared to the previous year.

Part 6b. Complete in February 2015.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--	--	--	--	--	--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The system of observations for our school consists of observations being conducted in teams of at least two administrators to allowing for objectivity and meaningful feedback to improve practices. Data from observations from SY 2013-2014 and data from the first round of observations in SY 2014-2015, indicates the need to specifically focus on the components of Domain 3 of the Danielson Rubric.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve instruction and teacher effectiveness, by June 2015 the percentage of teachers with an overall rating of Effective or Highly Effective in Domain 3: Instruction of the Danielson Rubric will increase by at least 10% using the first cycle of observations as a baseline for targeted Professional Learning. This goal will be supported by teacher common planning, teacher classroom inter-visitations, professional development, and providing teachers timely actionable feedback.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Cycles of observations will be conducted as aligned to school marking periods. All observations will be conducted in teams of at least two administrators to allow for collaboration, objectivity, and meaningful feedback aligned to the Danielson Framework. Administrators will meet with a DOE Talent Coach to ensure practices are aligned to the Danielson Framework.	All teachers	Observations will begin in October after Initial Planning Conferences and continue through May.	School Administrators

<p>After two cycles of observations, those teachers who are below the overall effective rating will be supported by administrators and colleagues through mechanisms to improve instruction including:</p> <ul style="list-style-type: none"> • Inter-visitations of peers to observe best practices and inter-visitations by peers for feedback. • Receiving support from instructional coaches • Coaching from supervisors and teacher leaders • Engaging in collaborative professional learning within grade level and department teams 	<p>Teachers below overall Domain 3 rating of Effective</p>	<p>Inter-visitations will begin in January through May.</p> <p>Collaborative learning in teacher teams will take place September through June.</p>	<p>School Administrators, Teacher Leaders</p>
<p>Teachers will participate in professional learning opportunities including Professional Development based on the needs of teachers and recommendations from administrators, inter-visitations, and collaborative planning.</p> <p>Professional Development will include: Working with Instructional Coaches Participating in Blended Learning Communities External workshops conducted by UFT Teacher’s Center, Executive Leadership Institute, New Visions Internal workshops conducted by teaching colleagues and administrators ARIS Learning Opportunities</p>	<p>Teachers as per needs</p>	<p>Observation data will be reviewed after each observation cycle to determine teacher needs beginning October through May.</p> <p>Professional learning opportunities will take place September through June.</p>	<p>School Administrators, Teacher Leaders, Instructional Coaches</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Time for teacher meetings will be allocated as per the schools’ SBO and additional time will be allocated as needed.
- Time for collaborative planning will be incorporated into the regular school day schedule as per SBO.
- To support Professional Learning, funding will be used for the cost of per diem coverages for teachers to attend external workshops and for coverages so that teachers can participate in inter-visitations.
- Instructional coaches from New Visions will support teacher work.
- Funding will be used to communicate information to parents via meetings, mailings, and phone calls.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark will be an increase of 5% of teachers rated at least Effective in Domain 3 by the end of the first semester.

Part 6b. Complete in **February 2015**.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Administrators, teachers, and guidance counselors analyze student performance data and implement strategies to support students in academic success. These efforts led to various increases in student performance data in SY 2013-2014 as indicated by the School Progress report. Working strategically in collaboration to inform school decisions and improve school culture will benefit further growth in student success.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During SY 2014-2015, to promote collaborative leadership, 100% of staff will participate in at least two committees or teams focused on improving instruction, analyzing student progress, building a positive school culture, outreach and/or community involvement by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
All administrators will participate in and facilitate Professional Development opportunities to build leadership capacity.	Administrators, Teacher Leaders	Ongoing September – June.	School Administrators
Opportunities to collaborate with teachers, administrators, support staff, parents, and students and give input to inform school decisions and improve student outcomes will be incorporated into the school culture including: <ul style="list-style-type: none"> • School Leadership Team Meetings • Parent Association Meetings • Grade Level Teacher Team Meetings 	School Community	Ongoing September - June	School Administrators, Teacher Leaders

<ul style="list-style-type: none"> • Department Teacher Team Meetings • Attendance Guidance & Outreach Team • UFT Consultation Committee • COSA Committee • Team Leader Meetings • Professional Development Committee 			
A school newsletter highlighting the school's progress towards, events, and instructional practices will be shared with the entire school community including staff, parents, and students six times per year.	School Community	Newsletters will be distributed each marking period (six weeks). The first beginning in October and thru June.	School Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Time for meetings will be allocated as per the schools' SBO and additional time will be allocated as needed.
- Time for collaborative planning will be incorporated into the regular school day schedule as per SBO.
- Funding will be used for the cost of per diem coverages for staff to attend external workshops.
- Access to data including ATS, STARS, and Skedula will be used to check student scores and for item analysis to inform instruction. The Data Specialist will be responsible for syncing reports to ensure the data is up to date.
- Funding will be used to communicate information to parents via meetings, mailings, and phone calls.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

During mid-year reflections in January, staff will be surveyed to indicate which teams or committees they have participated in and which they would like to participate in for the Spring Semester. The mid-point benchmark will be at least 85% of staff will have participated in two teams or committees.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

An entire community is needed to support student success. According to the School Survey, 30% of parents reported being invited to school events. Regular parent events include Parent-Teacher Conferences, Parent Association meetings, and celebratory events. These events will be tailored to address specific need of students and families as per our school mission and vision.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, our school will host at least ten community events based on school community needs and focused on preparing students and families to be college and career ready, health promotion and awareness, and celebrations of success for positive reinforcement and building relationships.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Students will be exposed to a yearlong health course which includes the required health curriculum and exploration of health careers. During the course, students will be exposed to various healthcare fields. Guests from various healthcare sectors will visit with students to provide education to students regarding their careers and information for families concerning resources. In addition, all students will be offered CPR certification via health classes. Students will be offered a course of study for certification in	Students & School Community	The health classes will begin in September and continue through June. The Health Information Management	School Administrators, Guidance Counselors

<p>Health Information Management Prep through a partnership with Bronx Community College.</p> <p>The school will host a Career Day inviting all parents, students, and staff to participate. Guest speakers will be invited back to the school to present. The Montefiore Medical Center will provide additional community resources.</p>		<p>Prep program will take begin in February and continue through June.</p> <p>Career Day will take place in May.</p>	
<p>Focused Parent events will be planned throughout the year. These events will occur in partnership with the Montefiore Medical Center School Health Program, the Mosholu Montefiore Community Center, and New Visions and include:</p> <ul style="list-style-type: none"> • Workshops for parents of ELL students to inform parents of the supports available to their child and to give families access to available community resources. • Grade Specific meetings including Parent Summits and College Planning & Financial Aid workshops. • Workshops for parents of SWDs to understand their child's IEP and resources to support student success. 	<p>Select Parents & Students</p>	<p>Ongoing September - June</p>	<p>School Administrators, Teachers, Guidance Counselors</p>
<p>School community events will be communicated to parents via phone calls, mailings, and newsletter.</p> <p>Parents will participate in school community events including:</p> <ul style="list-style-type: none"> • Parent Summit • College & Financial Aid Workshops • CPR Training and Certification • Career Day • Awards Ceremonies • Parent-Teacher Conferences • Teacher Team Meetings • School Leadership Team Meetings • Celebratory Events • Healthy Living Workshops 	<p>Parents & Students</p>	<p>Ongoing September – June.</p>	<p>School Administrators, Parent Association Board Members</p>
<p>Celebratory events and communication of success will include:</p> <ul style="list-style-type: none"> • Awards Ceremonies • Honor Roll Announcements via Bulletin Board and Newsletter • Luncheons • Reward Trips • Pupil Path 	<p>Parents & Students</p>	<p>Awards Ceremonies will take place twice per year in February and June.</p> <p>Honor Roll Announcements and Newsletter will occur every six weeks beginning in October through June.</p> <p>Reward luncheons and trips will occur</p>	<p>School Administrators, Teachers, Guidance Counselors</p>

		at the end of each marking period beginning in October through June.	
--	--	--	--

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Time and space will be allocated for hosting community events.
- Funding for BCC and for other cost-based programs will be allocated as such.
- Staff members will plan and participate in events. Support staff will communicate events via mailings and phone calls.
- Administrators and Guidance Counselors will coordinate and supervise events.
- The school schedule will allow for health classes to take place 5 days per week for both semesters.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark will be at least five community events by the end of January. Participation of parents and staff will be monitored after each event.

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance	Regents Prep, Classroom Instruction Support	Small group, tutoring	After School & Saturdays, Lunch
Mathematics	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance	Regents Prep, Classroom Instruction Support	Small group, tutoring	After School, Saturday
Science	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance	Regents Prep, Classroom Instruction Support	Small group, tutoring	After School, Saturday
Social Studies	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance	Regents Prep, Classroom Instruction Support	Small group, tutoring	Afterschool, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic counseling based on need, social emotional counseling based on need, mandated counseling services as per IEP	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

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	---------------------------------	--	---	--	--------------------

Part 2: All Title I Schools

2a. 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 offered by the school DOE, or Network.

2b. 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.

Part 3: TA Schools Only

3a. 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.

3b. 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.

Part 4: SWP Schools Only

4a. 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.).

--

4b. 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.

--

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local			
----------------	-------	--	--	--

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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 (SPC) Template

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 with 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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 1
of content area teachers: 7

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:

RATIONALE:

Our overarching rationale for a Title III supplemental program for ELLs is to ensure that all our ELL students attain English proficiency and meet the same challenging academic content and achievement standards that non-ELLs are expected to meet.

SUBGROUPS AND GRADE LEVELS OF STUDENTS TO BE SERVED:

All subgroups of ELLs will be serviced, including Newcomers, ELL students with disabilities, SIFE, ELLs receiving service 4-6 years, and long-term ELLs or those students who have completed 6 or more years of service. Our total ELL population is 50.

SCHEDULE AND DURATION

The Bronx Academy of Health Careers will offer both an English Language Learner (ELL) Saturday Academy and an After School Program for our ELL population. The ELL Saturday Academy will run from November 2014 to June 2015 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. The After School Program will run from September 2014 to June 2015 from 3:09 PM to 4:00 PM.

LANGUAGE OF INSTRUCTION

The language of instruction for both programs will be English with native language support where needed.

NUMBER AND TYPES OF CERTIFIED TEACHERS

The ELL Saturday Academy will consist of 8 teachers, 7 content area teachers and 1 ESL teacher. All instructors are fully licensed in their respective content areas which include ESL, Integrated Algebra, Trigonometry/Geometry, Math, ELA, Chemistry, Living Environment, U.S. and Global History. The instructional mode will be a team-teaching approach; the ESL teacher and the science teacher will form a team in Session A and the ESL and social studies teacher in Session B. All our ELLs are programmed for both sessions.

TYPES OF MATERIALS

After evaluating the results of the Spring 2014 NYSESLAT and Regents results we concluded that our ELLs perform better in the areas of Listening/Speaking than they do in Reading/Writing and that they need intensive instruction in ELA, social studies and science. In accordance with this data, we will order

Part B: Direct Instruction Supplemental Program Information

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 consisting of 40 books each in science and social studies for our ELL Saturday Academy. 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. Our rationale for choosing these resources is to acquaint our students with the format and requirements of both the ELA Regents and the NYSESLAT as well as to give adequate practice for both of these exams and to give our ELLs additional assistance in science and social studies to help them pass the Regents exams in these areas.

For our After School Program we will utilize the services of INSIDE BROADWAY, an educational theatre company based in Manhattan. Specifically, we will work with its in-school Teach Artist Residency program that enhances English language learning through drama, dance and music. Through this program students write and perform their own skits in a fun-filled, nonthreatening environment thereby enhancing the development of reading, writing, listening and speaking skills. This program meets the New York State Learning Standard for the Arts, Social Studies and English Language Arts and includes the following components:

SHAKESPEARE SHAKEUP - Students will participate in the study of text and character through a variety of theatre exercises.

PLAYWRITING - Students will learn the concepts of playwriting by working with a professional dramatist. They will write their own play and then perform it.

STORYTELLING & FOLKTALES - Students will dramatically present their favorite story, poem, or dramatic text using verbal and nonverbal actions. They will utilize different stories and adapt them for presentation on the school auditorium stage.

INTRO TO MUSICAL THEATRE - The in-school resident will teach both the ESL instructor and ELL students music and choreography using selections from Broadway shows.

DANCE AROUND THE WORLD - This component introduces students to music and movement from other countries. At the end of the residency, students will be able to perform their cultural presentation for the entire school community.

Part C: Professional Development

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

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

Begin description here:

Part C: Professional Development

RATIONALE

Our rationale for continuing, high-quality professional development is that only through continuing learning and training can we assure a high level of expertise for our teachers and enable them to keep their professional skills and knowledge up-to-date. Professional Development enables teachers and staff to keep up with the relevant knowledge and issues centered around English language learning.

TEACHERS TO RECEIVE TRAINING

All school personnel, including subject area teachers, teacher of ELLs, school secretaries, speech teacher and guidance counselors will participate in in-house professional development throughout the school year.

SCHEDULE AND DURATION

Our professional development program began in September 2014 and will continue on a weekly basis up to June 2015. We meet every Friday from 1:31 PM to 3:30 PM.

TOPICS TO BE COVERED

The following topics/workshops have been planned for the 2014-2015 school year:

September 2014: Accountable Talk: Best Practices

October 2014: Informational Text

November 2014: Teaching Mathematics to ELLs

December 2014: Aligning Lesson Plans to the Common Core State Standards

January 2015: What is Scaffolding?

February 2015: Teaching Vocabulary to ELLs

March 2015: Academic Language

April 2015: Text Complexity

May 2015: The Five Components of Oral Language

June 2015: Disciplinary Literacy for ELLs

NAME OF PROVIDERS

The providers for our 2014-2015 Professional Development Program will include Assistant Principals Marlyn Rogers and Arlene McNeal, ESL Teacher Neisha Hamilton, ELL Professional Developer Dr. Loretta Helms in collaboration with math teachers on staff.

In addition to our 2014-2015 Professional Development Program outlined above that includes all staff, we will include a workshop designed specifically for the ESL, social studies, and science teachers who will utilize the educational resources purchased for the Saturday ELL Academy. The presenter will be a representative from Attanasio & Associates who will give an overview of each of the resources purchased from them as well as a demonstration on how they are to be used effectively. The workshop will be a component of our regularly scheduled Professional Development that takes place every Friday from 1:31 PM to 3:30 PM. The break away session will be of approximately one hour in duration.

For the Teaching Artist Residency Program (After School ELL Program) a group of professional actors will offer two 60-minute in-class professional development sessions to the ESL teacher and her students.

The PD will consist of hands-on theatre activities that will prepare the students for the theatre residency as well as seeing live theatre performances. The professional development topics include:

- Playwriting

Part C: Professional Development

- Shakespeare
- Directing the School Play
- Song and Dance
- Movement
- Dramatic Storytelling

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:

RATIONALE

Research indicates that when parents are engaged in the education of their children, both parents and children will benefit. Specifically, parental engagement

- enhances their children's self-esteem
- improves their children's academic achievement
- improves parent-child relationships
- helps parents develop positive attitudes towards school
- provides parents with a better understanding of the schooling process

SCHEDULE AND DURATION

In addition to our ELL Parent Orientation held in September 2014 and our Parent-Teacher Conferences, we will offer four workshops for parents of ELLs in conjunction with our ELL Saturday Academy. The workshops will be in March 2015, April 2015, May 2015 and June 2015. They will run from 9:00 AM to 11:00 AM on Saturdays.

TOPICS TO BE COVERED

The English Language Learner Program: Identification, Placement and Service
Parents Role in Preparing Students for the NYSESLAT
The Regents Exams: Is Your Child Prepared?
Requirements for Promotion and Graduation

NAME OF PROVIDERS

The providers for the parent workshops are Neisha Hamilton, ESL teacher; Dawn Santiago, Principal; Marise Kinyon, Guidance Counselor; Deidre Sweeney, Guidance Counselor; Arlene McNeal, Assitant Principal; and Raj Suruj, Assistant Principal.

NOTIFICATION TO PARENTS

Parents will be notified of these workshops by mail in English and Spanish and at parent-teacher conferences. At all parent functions in our school, we ensure that appropriate translation and

Part D: Parental Engagement Activities

interpretation services or available whether through staff members or the NYCDOE Translation and Interpretation Unit by phone.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
--	------------	----------------------	-----------	---	--------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	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									
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	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	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
Intermediate(I)										5	4	0	3	12
Advanced (A)										7	5	3	3	18
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 Regent 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 Intrepretation Unit of the NYCDOE. The student is then administered the LAB-R. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is administered the Spanish LAB by the 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, intgermediate or advanced. Our ELL Program Administrator, Ms. A. McNeal, is responsible for conducting the initial screening, adminisering the HLIS, the LAB-R and Spanish LAB when required, and the formal initial assessment. She stores both the completed HLIS and Parent Survey and Program Selection forms in the student's file.
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 through out the city and the Free-standing ELL program offered at our school. Parents are given the opportunity to complete the HLIS, the Parent Survey and Program Selection Form and to ask questions. For those parents who do not attend our orientation meeting, we contact the parent and ask her to report to the school at which time we provide an one-on-one orientation. The parent is provided with an orientation packet, including the HLIS and the Parent Survey and Program Selection forms. This

process takes place within the first 10 days of school and on a rolling basis throughout the year when/if new students register.

3. 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 the test. Parents of all elible students are notified by mail in English and Spanish of the date the NYSESLAT will be administered to ensure that all students are present. A week prior to the administration of the NYSESLAT, our 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. *D*

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])?

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

2. 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 comrehensible.
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 flexibile 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.

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

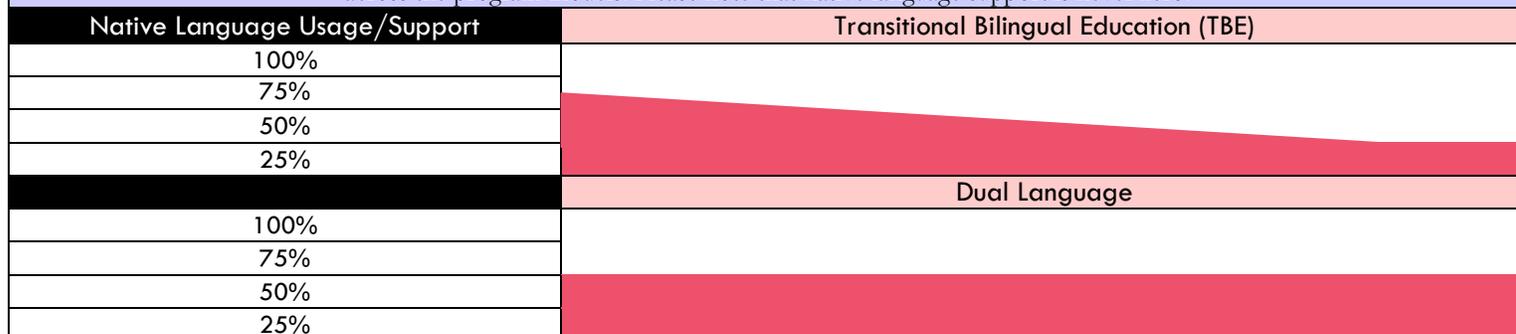
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.



	Freestanding ESL		
100%			
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 work shops, 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.