

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X249

School Name:

BRONX HEALTH SCIENCES HIGH SCHOOL

Principal:

MIRIAM RIVAS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: BRONX HEALTH SCIENCES H.S. School Number (DBN): 11X249
Grades Served: 9-12
School Address: 750 BAYCHESTER AVE, BRONX, NEW YORK 10475
Phone Number: 718-904-5450 Fax: 718-904-5451
School Contact Person: MIRIAM RIVAS Email Address: MRIVAS@SCHOOLS.NYC.GOV
Principal: MIRIAM RIVAS
UFT Chapter Leader: IAN STEWART
Parents' Association President: NAOMI GONZALEZ
SLT Chairperson: MAUDI RODRIGUEZ
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NAOMI GONZALEZ
Student Representative(s): DEVIN DELVALLE
KOJO DANSOH

District Information

District: 11 Superintendent: CARRON STAPLE
Superintendent's Office Address: 1 FORDHAM PLAZA BRONX, NEW YORK 10458
Superintendent's Email Address: CSTAPLE@SCHOOLS.NYC.GOV
Phone Number: 718-741-3154 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: BRONX Director: JOSE RUIZ
Director's Office Address: 1230 ZEREGA AVE BRONX, NEW YORK, 10462
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV
Phone Number: 718-828-7776 Fax: 718-828-3113

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Miriam Rivas Principal	*Principal or Designee	
Ian Stewart	*UFT Chapter Leader or Designee	
Noami Gonzalez	*PA/PTA President or Designated Co-President	
Jenny Cotto	DC 37 Representative (staff), if applicable	
Noami Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Devin Delvalle	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kojo Dansoh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Lauer	Member/Teacher	
Emily Shoup	Member/ Teacher	
Joseph Amponsah	Member/ Parent	
Mercedes Ortiz	Member/ Parent	
Wilfred Harris	Member/ Parent	
Noami Gonzalez	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anthony Cooper	Member/ Teacher	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Bronx Health Sciences High School (A College Preparatory School), part of the mini school initiative, was established in 2004 in partnership with Lehman College. " is to create an environment that fosters critical and creative learning, respect and tolerance to ensure that all students set and are held to high standards, and achieve academic excellence. We seek the development of young adults equipped with the necessary literacy and scientific problem solving skills to become lifelong learners while gaining a sense of personal and community responsibility. We envision students capable of meeting and exceeding the academic, social, and emotional standards that will allow them to complete high school and to succeed in college and professional careers. We will achieve our mission by involving teachers, parents, students, and the community as primary stakeholders in promoting a nurturing environment rich in communication and clear in instructional focus".

Bronx Health Sciences High School is part of the Truman Educational Campus; located in the heart of a diverse and culturally rich community that encompasses COOP City in the Bronx. However, our students travel from diverse communities throughout the city. Our school's primary theme is health and science with an emphasis on college preparedness. With the goals of preparing students for success in college and professionally, as well as, promoting exposure to the diversity of health related occupations; all our students are required to wear uniforms, to complete fourteen health and science electives beyond the core courses, and a minimum of 420 of health related community service hours. In collaboration with a multitude of hospitals, clinics, nursery homes, and organizations (i.e.: Montefiore, Beth Abrahams, The American Cancer Society, The Bronx Zoo, etc...); our students have access to volunteering at numerous health related facilities. For many students the volunteer sites may ultimately become work related internships. Similarly, the health and science electives (i.e.: Health Science & Research, Animal Behavior, Anatomy & Physiology, Psychology, etc...) promote career awareness and college endurance & success by providing students the opportunity to experience the course and content while still in high school.

The school's strengths include: 1) a consistent and strongly communicated focus on high academic achievement and character development for all students, 2) an interdisciplinary approach across all content areas, 3) health theme infusion across all subject areas, 4) literacy building course for ninth graders 5) timely outreach to parents regarding attendance, lateness, academics, behavior, and special concerns, 6) afterschool collaboration with "The Changing the Odds (CTO) Program" to build student capacity and resilience, and 7) the Big Brother / Big Sister initiative sponsored by the Student Government. These strengths, among others, have earned the school a high graduation rate as well as a high college acceptance.

In response to the introduction of the Common Core Learning Standards, the new NYS Common Core Regents, and the new teacher evaluation guidelines; much work has gone into each area and much progress has been made in terms of: curricula alignment, research based teaching and learning practices, infusion of literacy across the content areas, and targeted analysis of student data. Moving forward these same areas persist in being focal points of reflection and revision for continued growth and development. In addition; further capacity building, around teacher leadership, teacher teams, and strategic classroom performance tasks and /or activities for diverse learners are goals for this academic year.

11X249 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	372	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	5	# SETSS	1	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	70.9%	% Attendance Rate			92.6%
% Free Lunch	72.5%	% Reduced Lunch			10.1%
% Limited English Proficient	3.8%	% Students with Disabilities			10.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.7%	% Black or African American			54.8%
% Hispanic or Latino	34.5%	% Asian or Native Hawaiian/Pacific Islander			5.2%
% White	1.7%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	69.7%	Mathematics Performance at levels 3 & 4			51.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.8%	% of 2nd year students who earned 10+ credits			80.0%
% of 3rd year students who earned 10+ credits	79.8%	4 Year Graduation Rate			96.9%
6 Year Graduation Rate	100.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Rigorous Instruction: Academic program strengths as evidenced by school assessments, courses, curricula, lesson plans, observations, student work, and student data (transcripts, scholarship reports, regents results, rate of promotion, graduation rate).

- Focus on high academic expectations for all students as communicated through parent / student handbook, school-wide student contract, classroom expectation postings & rubrics, frequent student conferences, and progress reports.
- An interdisciplinary approach across all content areas in support of making connections and foster deeper understanding of subject.
- Literacy building course for ninth graders in support of building skills needed for success in high school, college, and careers.
- Required interdisciplinary written projects per semester.
- Curricula and lesson plans aligned to the Common Core Learning Standards. English / Literacy Common Core Learning Standards inclusion across content areas.
- Strategic planning for diverse student populations and student engagement around performance tasks and activities.
- Focus on academic rigor through teaching and learning practices as evidence through Danielson's competencies 3b,3c,&3d [questions & discussion, student engagement, and assessment]
- Required fourteen health and science electives beyond core courses.

Priority Needs:

- A continued emphasis on classroom evidence of academic rigor through questions & discussion, student engagement, and assessment.
- A continued emphasis on the Common Core Learning Standards as applied to all aspects of student tasks and activities.
- A continued emphasis on differentiated performance tasks and activity designed to target diverse student populations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, as measured by classroom observations and evidenced through Danielson’s competencies: 3b: Using questioning and discussion techniques; 3c: Engaging students in learning; and 3d: Using assessment in learning; 95% of the teachers will be effective in designing and implementing performance based tasks or activities that promote academic rigor and multiple entry points for diverse learners.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. During professional development teachers will be provided with key documents to promote discussion and professional growth in the areas of academic rigor, student engagement, and diverse learning styles [i.e.: Danielson's Competencies Rubrics, Garner's Multiple Intelligences, Webb's Depth of Knowledge, and Strategic Grouping.</p> <p>2. During professional development teachers will organize into teams [i.e.: grade teams, departmental teams, and interdisciplinary teams].</p> <p>3. During professional periods and common preps teachers will organize into Danielson Inquiry teams to gather low inference data in the classroom and then provide meaningful feedback to colleagues.</p> <p>4. All team leaders will direct inquiry, data analysis, and feedback for their groups.</p> <p>5. Low inference data collected will also be analyzed to describe school-wide trends and be used to inform professional development.</p> <p>6. Teachers share findings and plan next steps for professional development with opportunities to share best practices.</p> <p>7. By the end of the Fall Term, 50% of the teachers will be effective in 2 out the 3 components (3b, 3c, 3d) as a midpoint benchmark .</p>	<p>Teachers</p>	<p>Sept. 2015- June 2016</p> <p>Feb. 2016</p> <p>(Benchmark)</p>	<p>Principal, Assistant Principal, Teacher Leaders, and Teachers</p>

<ol style="list-style-type: none"> 1. Identification and knowledge of diverse student populations. 2. Individual teacher and teacher team review of available student data from STARS, IEPs, ATS, and NYC Performance Tasks. 3. Individual teacher and teacher team analysis of student work. 4. Identification of students' academic strengths and weakness. 5. Development of student action plans. 6. Development of strategic groups by teacher for content area. 7. Development and implementation of challenging performance tasks aligned to the Common Core Learning Standards, targeting diverse learning styles, and providing supportive resources. 	<p>Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, Guidance Counselors, Teacher Leaders and Teachers</p>
<ol style="list-style-type: none"> 1. Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals providing informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, and college admittance. 2. Parents and students invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA) 3. Use of contractual Parental Engagement Tuesdays for targeted outreach to parents and grade team conferences with parents. 4. Use of Engrade to communicate grades and student progress by subject to parent. 	<p>Parents and students.</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, Teacher Leaders and Teachers</p>
<p>Activities that promote trust in the school community build on frequent communication, respectful exchange, positive feedback, celebrations of differences and similarities, recognition of achievement, and a safe environment.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • Diverse forms of outreach and communication between and among all members of the school 	<p>All members of the school community</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, School Counselors, Teacher Leaders, and Teachers</p>

<p>community (students, teachers, parents, school support staff, and administration).</p> <ul style="list-style-type: none"> • Open door policy to speak with guidance and administration. • Celebrations of student achievement [i.e.: Honor Roll, Principal's Breakfast, Induction Ceremony] • Multicultural Celebration • Respect for all celebration <p>Anti - Bullying Awareness</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Key personnel needed to implement this action plan include the Principal, the Assistant Principal, the Teachers, and the School Counselors. The implementation will be supported through the use of common preps, professional development, and after-school per session activities											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. On an ongoing basis, administration and teacher teams will make use of common preps, professional development, and after-school meetings to analyze data that supports progress towards meeting the goals for both teachers and students. 2. Late Jan. 2016 - early Feb. 2016 will be the time frame in alignment with the end of Fall 2015 Term and Advance.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Supportive Environment Strengths as evidenced by the QR, The School's Learning Survey, students and teacher feedback:

- Students and teachers indicate that the school successfully establishes a safe environment for both students and faculty.
- Students and faculty indicate a sense of family within the school.
- Faculty members engage in strategic monitoring of student to student interactions in the cafeteria and the hallways to ensure structure, routines, and quick response (if needed).
- Faculty members are available to students to report an issue or to talk.
- Students are included in mediation and conflict resolution (as needed).
- Teachers establish and enforce standards of respectful behavior among peers and teacher in their classroom.

Priority Needs:

- Greater student leadership development.
- Greater student leadership involvement in the development and dissemination of strategies to prevent, address, and report suspected cases of bullying, cyber-bullying, relationship abuse, etc...
- Student derived material by students for students may include: guidelines, posters, newsletters, workshops, etc...

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, student government, under the co-supervision of English teacher Ms. Lauer and A.P. Rodriguez, will develop and implement strategies and materials to help support student success and provide guidance around central issues (such as bullying, harassment, relationship abuse, anti-discrimination, respect for all, safe internet use, etc...)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Student government will meet weekly to discuss specific goals and strategies. 2. Student government will organize committees to implement specific goals. 3. Members of student government (and/or extended student volunteers / appointees) will conduct meaningful research around the chosen topic. 4. Students will develop strategies by which to disseminate information to school. 5. Students leaders / members/ appointees /volunteers will implement plan. 6. By end of the Fall Term, student government will have produced and / or implemented one strategic goal as a midpoint benchmark . 	<p>Students</p>	<p>Dec. 2015 – June 2016</p> <p>Feb. 2016 (Benchmark)</p>	<p>Principal, Assistant Principal, Teacher, Student Government, students</p>
<ol style="list-style-type: none"> 1. Student government is an inclusive body with members of diverse grades, ages, gender, and special populations. 2. Special attention to including and / or outreaching to volunteers to participate in project. 	<p>Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</p>	<p>Dec. 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teacher, Student Government, students</p>
<ol style="list-style-type: none"> 1. Communication with parents (mailings, phone calls, e-mails, conferences, and workshops) regarding special student project. 	<p>Parents, & students</p>	<p>Dec. 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teacher, Student Government, students</p>

2. Parents and students invited to participate in workshops or conferences with the SLT /PA.			
<p>Activities that promote trust in the school community build on frequent communication, respectful exchange, positive feedback, celebrations of differences and similarities, recognition of achievement, and a safe environment.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • Diverse forms of outreach and communication about the project to all members of the school community (students, teachers, parents, school support staff, and administration). • Self and Peer-evaluation • Degree of student autonomy and discretion with project • Recognition /celebration of student responsible voice, organization, creativity, and products 	Students	Dec. 2015 – June 2016	Principal, Assistant Principal, Teacher, Student Government, students

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Key personnel needed to implement this action plan include the Principal, the Assistant Principal, the Students, the Teacher (advisor), and School Counselors (advisors). The implementation will be supported through the professional development, preps, and after-school per session activities											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. On an ongoing basis, student government, advisor, and administration will make use of preps, professional development, and after-school meetings to analyze data that supports progress towards meeting this goal . 2. Late Feb. 2016 – Early March 2016 will be the midpoint time frame
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Collaborative Teachers: Strengths as evidenced by the QR, internal learning walks, observations, and teacher feedback include:

1. Benefits of Danielson teams in promoting colleague to colleague trust and respect, intervisitations, professional growth, observations of best practices, and specific "glows & grow" feedback.
2. Low risk practice in the use of Danielson's competency rubrics to evaluate effective teaching and learning practices in the classroom.
3. Team analysis of student work to develop actions plans for individual students.
4. Analysis and determination of school-wide needs.
5. Development of school-wide goals and action plans,

Priority Needs:

- Continued development of teacher teams with focus on inquiry and targeted populations.
- Continued focus on student work to identify needs, strengths, and implement action plan.
- Continued best practices and strategies share out at PD.
- More teacher / teacher team led PD

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, each teacher team will complete an inquiry based investigation rooted in the effective use of a given strategy with a targeted group of high need students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ol style="list-style-type: none"> 1. Teacher / teacher teams will meet during professional periods to discuss inquiry goal and target population. 2. Teacher / teacher teams research specific inquiry topics and instructional strategies. 3. Teams will use professional periods to develop action plan to collect, observe, analyze, and evaluate data. 4. Teams will share mid-point and final results at Chancellor’s Conference Days. 5. By end of Fall Term, as midpoint benchmark, teacher teams will present share their inquiry project and preliminary findings. 	<p>Teachers, students</p>	<p>Sept. 2015 – June 2016</p> <p>Feb. 2016 (Benchmark)</p>	<p>Principal, Assistant Principal, Teacher Leaders, and Teachers</p>
<ol style="list-style-type: none"> 1. The inquiry project will address special populations by teams. 2. All teams will make their progress and final results known to all teachers. 	<p>Diverse populations such as Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teacher Leaders, and Teachers</p>
<ol style="list-style-type: none"> 1. Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals providing informational dissemination regarding targeted inquiry student progress. 	<p>Parents, Students</p>	<p>Sept. 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teacher Leaders, and Teachers</p>

<p>2. Use of contractual Parental Engagement Tuesdays for targeted outreach to parents and grade team conferences with parents.</p> <p>3. Use of Engrade to communicate grades and student progress by subject to parent.</p>			
<p>Activities that promote collaboration among diverse colleagues build on opportunities for teams to communicate, identify areas of needs, identify goals, and develop research-based action plans.</p> <p>Activities include: Teacher Teams engaged in</p> <ul style="list-style-type: none"> • research-based inquiry • analysis of student work • development of actions plans for individual students • intervisitations • professional development 	Teachers	Sept. 2015 – June 2016	Principal, Assistant Principal, School Counselors, Teacher Leaders, and Teachers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Key personnel needed to implement this action plan include the Principal, the Assistant Principal, Teachers, and School Counselors. The implementation will be supported through the professional development, preps, and after-school per session activities.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ol style="list-style-type: none"> 1. On an ongoing basis teacher teams and administration will make use of preps, professional development, and after-school meetings to analyze data that supports progress towards meeting this goal. 2. Each marking period will be used as evaluative time frames.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Effective Leadership: Strengths as evidenced by the school surveys, the QR, the practice and feedback of the inquiry teams, the practice and feedback of grade teams, the practice and feedback gathered at guidance meetings, the practice and feedback obtained through internal learning walks, the practice and feedback obtained through the cycle of observations, and teacher feedback include meaningful data derived from:

1. Frequent and diverse team meetings to discuss student performance in academic and social-emotional areas of growth; including the development and implementation of strategic interventions as required.
2. Low risk practice in the use of Danielson’s competency rubrics to evaluate effective teaching and learning practices in the classroom.
3. Analysis, discussion, and determination of school-wide trends / needs followed by the development of school-wide initiatives and goals.

Priority Needs:

- Continued development of teacher as leaders
- Greater infusion of teacher led professional development
- Continued sharing of research based strategies for best practices and student achievement at PD
- Continued focus on student work to identify needs, strengths, and implement of school wide priorities

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of the teachers and guidance counselor will engage in the delivery and/or turn-keying of research-based topics during professional development aimed at improving instruction and student achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>1. Teachers and guidance counselors will meet in teams to identify, plan, and implement researched-based strategies and practices that target instruction and student achievement.</p> <p>2. During professional development teachers and counselors will actively participate in presenting researched-based topics that enhance instruction and student achievement.</p> <p>3. By March 2016, 75% of the teachers and counselors will have provided or turn-key professional development.</p>	<p>Teachers, Counselors</p>	<p>Sept. 2015 - June 2016</p> <p>March 2016 (Benchmark)</p>	<p>Principal, Assistant Principal, Teacher Leaders, Counselors, and Teachers</p>
<p>1. Teacher and guidance teams will identify target population and assess their instructional / social-emotional needs.]</p> <p>2. Teacher and guidance teams will identify research-based areas of competency building for diverse targeted populations .</p> <p>3. Teachers and guidance counselors will share strategies and best practices for targeted populations during professional development.</p>	<p>Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, Teacher Leaders, Counselors, and Teachers</p>
<p>1. Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) to share goals and student progress.</p> <p>2. Use of contractual Parental Engagement Tuesdays for targeted outreach to parents and grade team conferences with parents.</p>	<p>Parents, Students</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, Teacher Leaders, Counselors, and Teachers</p>

3. Parents and students invited to participate in workshops or conferences with the SLT /PA.			
<p>Activities that promote effective school leadership building on opportunities for teacher / guidance team members to develop capacity by communicating, planning, and implementing teacher/ guidance centered professional development.</p> <p>Activities include: Teacher / guidance teams engagement in:</p> <ul style="list-style-type: none"> • identifying school-wide priority areas of focus • identifying diverse target populations • conducting research &/or attending workshops to learn about strategies and practice that improve instruction and student achievement • sharing topics and method during professional development / parent workshops 	Teachers, Counselors, Parents	Sept. 2015 - June 2016	Principal, Assistant Principal, Teacher Leaders, Counselors, and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Key personnel needed to implement this action plan include the Principal, the Assistant Principal, Teachers, and School Counselors. The implementation will be supported through the professional development, preps, and after-school per session activities as needed.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. On an ongoing basis teacher teams and administration will make use of preps and after-school meetings to develop, implement, and analyze data that supports progress towards meeting this goal. 2. Monthly data from Sept. 2015 - June 2016 will be used as evaluative time frames.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strong Family and Community Ties: Strengths as evidenced by the school surveys, analysis of diverse student data, health related community partners, parental conferences and feedback, include:

1. Strong health-related community partnerships and volunteer programs for students
2. Elective courses that build academic strength for students pursuing the health field (as well as other careers)
3. Frequent conferences with parents and students focused on student performance and relevant student data

Priority Needs:

- Creating a newsletter to enhance communication by & for diverse audiences (students, parents, teacher, CBO's)
- Providing information targeted at learning strategies, events, resources, opportunities, and celebration of achievements

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, quarterly editions of a school newsletter will be published and distributed to the faculty, students, and parents targeting four voices of the school community (Students, Parents, Teachers, Community Partners).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ol style="list-style-type: none"> 1. Formation of newsletter committee with teacher advisor and students. 2. Members of the school community will be asked to participate by providing interviews, resources, and / or articles. 3. Gathering data and organizing the materials for the newsletter. 4. By Feb. 2016, two editions of the newsletter will be published . 	<p>Teachers, Counselors, Parents, Students, Community partners</p>	<p>Sept. 2015 - June 2016</p> <p>Feb. 2016 (Benchmark)</p>	<p>Principal, Assistant Principal, Teacher, and Students</p>
<ol style="list-style-type: none"> 1. Inclusion of students in diverse grades, as well as of diverse ages, gender, and special populations. 2. Special attention to including and / or outreaching to diverse volunteers to participate in project. 3. Inclusion of diverse members of the school community in participating in project 	<p>Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, Teacher, and Students</p>
<ol style="list-style-type: none"> 1. Use of the SLT/PA to disseminate information and/or engage other parents or community members. 2. Use of newsletter to communicate, clarify & support instructional goals, to celebrate student & school achievement, and provide relevant information. 	<p>Parents, Students, Community partners</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, Teacher, and Students</p>

<p>Activities that promote strong family and strong community ties are enriched through clear communication, dissemination of information & opportunities and celebration .</p> <p>Activities include:</p> <ul style="list-style-type: none"> • creating and implementing a school newsletter • identifying and encouraging diverse members of the school community in contributing to the school newsletter 	<p>Teachers, Counselors, Parents, Students, Community partners</p>	<p>Sept. 2015 - June 2016</p>	<p>Principal, Assistant Principal, Teacher, and Students</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Key personnel needed to implement this action plan include the Principal, the Assistant Principal, Teacher(s), and Students. The implementation will be supported through professional periods, preps, and after-school per session as needed.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>1. The newsletter team will make use of preps and after-school meetings to implement and support progress towards meeting this goal. 2. Production and assessment of Newsletter will occur during Oct. 2015, Dec. 2015, Feb. 2016, May 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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)	Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students. Parental request.	Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School	Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory	Services provided during school day and after school
Mathematics	Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students. Parental request.	Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School	Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory	Services provided during school day and after school

Science	<p>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students. Parental request.</p>	<p>Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School</p>	<p>Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</p>	<p>Services provided during school day and after school</p>
Social Studies	<p>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students. Parental request.</p>	<p>Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School</p>	<p>Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</p>	<p>Services provided during school day and after school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams.</p>	<p>Individual & Group Counseling, College / Career Awareness, Academic/ Behavioral Intervention, Parental Outreach & Conferencing , Academic Awareness and Goal Setting, Conflict Resolutions, Referrals to supportive agencies as needed.</p>	<p>Services delivered in small groups, one-to-one, parent / student conferences, logs</p>	<p>Services provided during school day and after school</p>

	Students with poor work quality. Special Needs students. Parental request.			
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
Highly Qualified Teachers are supported and encouraged to continue to grow by: 1) Promoting a culture of shared belief in excellence and peer support. 2) Promoting clear communication of school's mission and professional expectations. 3) Developing a culture of positive feedback and sharing of best practices. 4) Highlighting professional development that targets teacher growth, curricula development, and student awareness. 5) Recognizing teacher achievement and professional growth. 6) Engaging teachers in a cycle of peer feedback. 7) Promoting leadership in teams and professional development

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development promotes: 1) Clear communication of school's mission and professional expectations. 2) The development of individual professional goals aligned to teaching and learning 3) The development of curricula aligned to the CCLS 4) Sharing of best practices. 5) Analysis of student work and products. 6) Intervisitations, learning walks, and observations with frequent feedback 7) Discussion of research based strategies (i.e.: multiple intelligences, backward planning, interdisciplinary approach, etc.)

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
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N/A

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.).

N/A

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.

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

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	236,002.00	X	Sections 5a, 5b, 5c, 5d, 5e
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	1,972,428.00	X	Sections 5a, 5b, 5c, 5d, 5e
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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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)

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 the school. **Bronx Health Sciences High 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 the school and the families. The 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 the school community. **Bronx Health Sciences High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Bronx Health Sciences High 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 249
School Name Bronx Health Sciences High School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Miriam Rivas	Assistant Principal Maudi Rodriguez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Erica Vargas	School Counselor Judith Alvarez/Noemi Estremera
Teacher/Subject Area Erica Vargas/ELA	Parent Naomi Delvalle
Teacher/Subject Area Patricia Zambrano/History	Parent Coordinator type here
Related-Service Provider Nicole Laufer/SPED	Borough Field Support Center Staff Member type here
Superintendent Carron Staple	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	352	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	6
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3		1	2	2		12		6	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										11	2	0	0	0
Bengali										1				0
French										1	2			0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										11	2			0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian														0
French										2	1			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										4				0
Emerging (Low Intermediate)										4	1			0
Transitioning (High Intermediate)										3	1			0
Expanding (Advanced)										3	1			0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	3			
Integrated Algebra/CC Algebra	15			
Geometry/CC Algebra	2			
Algebra 2/Trigonometry Math _____				
Chemistry	2			
Earth Science				
Living Environment	15			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	15			
Geography				
US History and Government	3			
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In order to identify ELLs and potential ELLs at Bronx Health Sciences H.S., the HLIS is given to all students new to the system. This will identify any students eligible for the LAB-R. The HLIS is given to the parents by the Principal and/or Assistant Principal. The initial oral interview is conducted by the administrators and/or guidance counselor. The ELA teacher also gives a baseline assessment for all classified ELLs. The data gathered from this assessment is given to the Literacy teachers as well to help implement the necessary services that the student needs. The ESL teacher/coordinator administers and submits the LAB-R for all eligible students. Anyone who tests in is designated an ELL. Similarly, students who may be ELLs but were never tested are often identified by fellow teachers who have concerns about students. If a student's HLIS indicated that they were eligible to receive services, they are tested. When the NYSESLAT is to be administered, students are scheduled by the Assistant Principal to be in a secure room. The ESL teacher/coordinator administers each component of the test. The Listening, Reading, and Writing tests are administered first, in that sequence, and the Speaking is administered individually, usually before the other three components. A block of two 50-minute periods is reserved for each test, with a third period extension available for those who need to finish. Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Patterns in NYSESLAT scores reveal reading and writing are the areas students have the most trouble with, while speaking develops more rapidly.
 Patterns in the different modalities will inform instruction by signaling areas that need to be focused on in class. More writing and reading practice will be emphasized, while encouraging further development of listening and speaking. Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAOs are used to implement an English language education program to help increase an ELLs ability to speak, write, and understand English, and to achieve high academic standards. The No Child Left Behind (NCLB) Act of 2001 established Annual Measurable Achievement Objectives (AMAOs) to evaluate the quality of the program. These objectives focus on the number or

percentage of students who are:

- making progress in learning English (AMAO 1)
- attaining English proficiency by the end of the school year (AMAO 2)
- meeting Adequate Yearly Progress (AYP) requirements on state assessments (AMAO 3)

The school uses this data to help close the achievement gap and provide the proper services for the ELLs.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

1: RtI for ELLs – An Overview

2: RtI Infrastructure – Coordinating a Team and Organizing Stakeholders

3: Strong Core Instruction for ELLs – Tier 1

4: Serving Struggling ELLs – A Step-by-Step Approach

5: Assessment and Evaluation for Special Education – Tiers 2 and 3

The foundation of RtI for ELLs is high-quality core, or Tier 1, instruction focused on promoting language and literacy development.

Only once a rigorous, effective instructional core is in place—one that targets the student population's needs on a daily basis as part of a long-term plan—can we begin to build interventions that will serve as truly supplemental and supportive instruction.

Unfortunately, some ELLs are taught in contexts with insufficient opportunities to learn; this kind of environment is also known as a — disabling context || (see Tiers 2, 3). To prevent such inadequate learning opportunities, strong core instruction must be the norm.

This guide provides a reference for instructional strategies that support differentiated, Tier 1 instruction to promote ELLs' literacy development.

The guide focuses specifically on:

developing different key domains of literacy, to support competencies in reading, writing, listening, and speaking

presenting instruction that makes direct and appropriate connections to ELLs' community values, identities, and languages

In combination, this high-quality core literacy instruction is necessarily culturally and linguistically responsive.

Part I. Key Literacy Domains

Oral Language: The Underpinning of Learning and Knowledge

Why this focus?

Core literacy instruction should build on and expand students' existing oral language competencies to support literacy learning and content knowledge. We know from research that English oral language proficiency is closely related to academic achievement in English. Without well-developed oral language, ELLs cannot readily handle the language and knowledge demands

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

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Two-way dual-language programs educate English learners and native English speakers together, combining the instructional advantages of both types of one-way program. Effective two-way dual-language programs provide

- A minimum of six years of bilingual instruction;
- A focus on the core academic curriculum rather than a watered-down version;

- High-quality language arts instruction in both languages, integrated into thematic units;
- Separation of the two languages for instruction (no translation and no repeated lessons in the other language);
- Use of the non-English language for at least 50 percent of the instructional time and as much as 90 percent in the early grades;
- An additive (that is, adding a new language at no cost to students' first language) bilingual environment that has full support of school administrators, teachers, and parents;
- Promotion of positive interdependence among peers and between teachers and students;
- High-quality instructional personnel, proficient in the language of instruction; and
- Active parent-school partnerships

This approach allows English learners to help native English speakers learn through a second language, while native English speakers help English learners acquire the curriculum through English. As most teachers know, one of the best ways to learn is to teach, and both student groups receive accelerated instructional benefits from their other-language peers and from the teacher's use of collaborative learning strategies that capitalize on this effect. Also, learning together increases student interest in the school and curriculum topics, improving student motivation to learn and further amplifying and accelerating student progress .

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
By looking at students' scores on Regents, NYSESLAT, and other standardized tests throughout the year, we are able to evaluate progress of students. We also make adaptations as needed.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
In order to identify ELLs and potential ELLs AT Bronx Health Sciences H.S., the HLIS is given to all students new to the system. This will identify any students eligible for the LAB-R. The HLIS is given to the parents by the Principal and/or Assistant Principal. The initial oral interview is conducted by the administrators and/or guidance counselor. The ESL teacher/coordinator administrates and submits an assessment for all eligible students. Anyone who tests in is designated an ELL. Similarly, students who may be ELLs but were never tested are often identified by fellow teachers who have concerns about students. If a student's HLIS indicated that they were eligible to receive services, they are tested. When the NYSESLAT is to be administered, students are scheduled by the Assistant Principal to be in a secure room. The ESL teacher/coordinator administers each component of the test. The Listening, Reading, and Writing tests are administered first, in that sequence, and the Speaking is administered individually, usually before the other three components. A block of two 50-minute periods is reserved for each test, with a third period extension available for those who need to finish. Must be completed within the first 10 days of identification.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE students are identified through the RELC function on ATS within 30 days of enrollment. All SIFE students are given a survey to take. SIFE students are identified through ATS and given special 1:1 attention, as well as tutoring to assist them in developing their BICS and CALP, as well as encouraged to work in native language study groups. Instruction is scaffolded through more clear instructions and modeling.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Newly enrolled students with IEPs are identified immediately on ATS through the RELC function as well.
Student has an IEP and Home language is other than English
The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development.
LPT recommends the student take the NYSITELL.
Student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.
Upon review, principal determines the student should take the NYSITELL.
Student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

School related information is provided for the parents of ELLs in English and Spanish (if the family's L1 is in fact Spanish). Every effort is made to involve parents in the education of their children. Parents are allowed to and are encouraged to become involved in the School Leadership Team (SLT) and the Parents' Association (PA). The Student Leadership Team and the Parents' Association will conduct monthly meetings and workshops. The workshops will target the inclusion of all parents in understanding differentiated instruction, acquiring language development skills, understanding course requirements, providing academic support, and study skills. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During the initial admission process, parents are interviewed and given the HLIS. If parents indicate a language other than English is spoken at home, they are asked whether they want their child to receive services from an ESL teacher. They are also informed the only option at our school is ESL, and advised to consider a different program if they want bilingual or dual language instruction for their child. The group of students who are eligible and elected to receive services is sorted out within the first four weeks of school. Letters are sent home to parents describing all three program choices (transitional bilingual education, dual language, and freestanding ENL). An orientation day at the school is also scheduled for those parents and children to further explain the programs to the parents.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Guidance and the ESL teacher monitor the influx of forms and follow up with those that have not been completed and returned by contacting parents.
9. Describe how your school ensures that placement parent notification letters are distributed. Guidance and the ESL teacher ensure that the placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documents are stored in a secure file with the school counselor, school secretary and in the child's permanent record.
11. 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.

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

When the NYSESLAT is to be administered, students are scheduled by the Assistant Principal to be in a secure room. The ESL teacher/coordinator administers each component of the test. The Listening, Reading, and Writing tests are administered first, in that sequence, and the Speaking is administered individually, usually before the other three components. A block of two 50-minute periods is reserved for each test, with a third period extension available for those who need to finish.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The administrative and office staff work together to ensure the information is sent out based on the list of entitled students. They check off forms as received. If none are received, letters are sent out or parents are called in for a face to face conference. Parents'

preferred language can be selected.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.

The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.

Organization of staff

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

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

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

Part 154 Requirements for English as a New Language*, Grades 9 to 12

Levels (as of 2015-16 SY)	Total # Minutes ENL		Breakdown of Total # Minutes ENL	
Minimum # minutes standalone ENL	Minimum # minutes integrated ENL		Flexibility: Minimum # minutes standalone OR integrated ENL (with ELA or any other content area)	
Beginner / Entering	540	180	180 integrated ENL/ELA	180
Low Intermediate / Emerging	360	90	180 integrated ENL/ELA	90

Intermediate / Transitioning	180	0	90	integrated ENL/ELA or other content area	90
Advanced / Expanding	180	0	180	integrated ENL/ELA or other content area	0
Proficient / Commanding**	90	0	90	integrated ENL/ELA or other content area	0

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

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

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

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

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

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

In terms of targeting ELLs in the content areas of math, social studies, and other areas, there are services offered ranging from 1:1 tutoring, small group lunchtime tutoring, P.M. school, as well as push-in services from a licensed ESL teacher. These services are offered in English, with L1 scaffolds as needed.

For newly proficient ELLs, they remain in mainstream classes but are closely monitored and offered tutoring and extra help as needed. Open communication about students' individual needs between faculty and staff makes this possible.

For the upcoming school year, new programs being implemented are clubs for students to become part of, such as a chess club and writing club. There are also smaller classes to target students who need extra help.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Helpful Hints: Re-Identification of ELL Status Process

- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

Chart How do instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

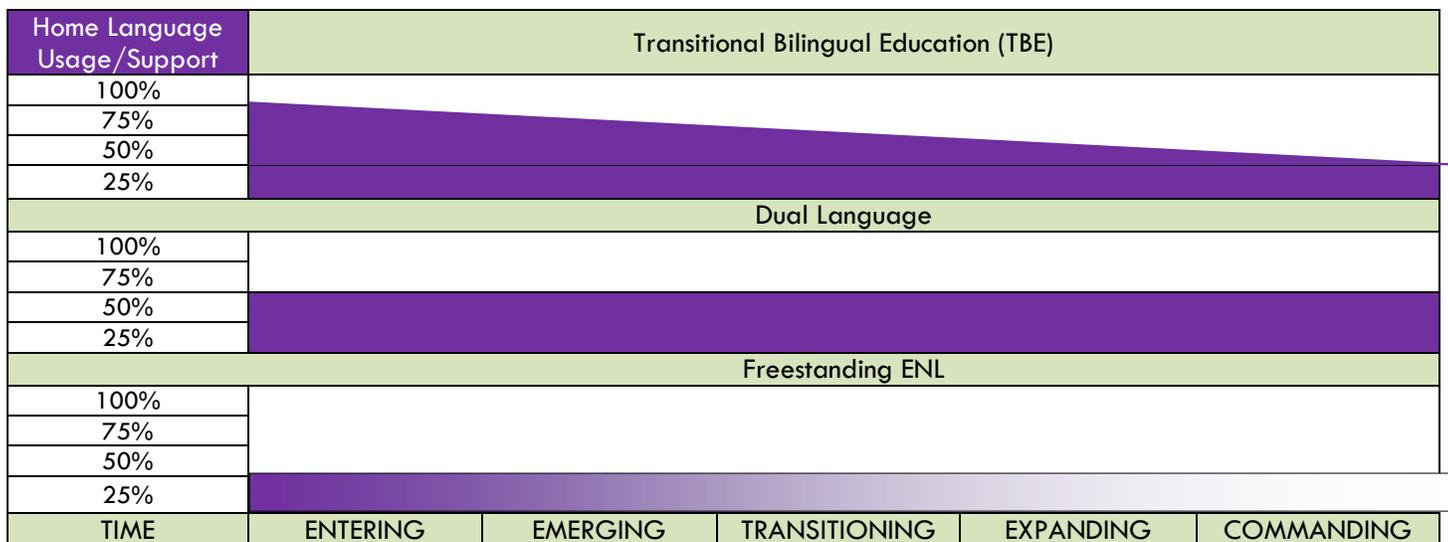


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. At BHS, we place a strong emphasis on a balanced educational approach that includes cooperative learning and inquiry based instruction. This emphasis, when paired with ESL methodologies across the content areas, helps to ensure that the needs of our ELLs are adequately met. The model of lesson plan instruction used at BHS involves the inclusion of interactive mini-lessons, partner and small group work, independent work, and whole class sharing. This model is a particularly effective way of teaching ELLs at BHS. To help our ELLs attain the high standards we have set together, to succeed in their classes, and to master city-wide and state assessments, we offer after school tutoring, as well as preparation for Regents examinations in Regents classes. Furthermore, at BHS we have 50-minute long class periods which are in the form of block-scheduling. This allows the teachers and students to form more meaningful relationships with one another.

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

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

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

The purchase of World Book online software and supporting textbooks for classroom enrichment have been purchased for this new school year.

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

N/A

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

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

P a r e n t w o r k s h

o p s ;

E x t e n d e d a f t e r

r s c h o o l t u t o r i n

g a c r o s s t h e c o n

t e n t a r e a s ;

C o o p e r a t i v e l

e a r n i n g , i n t h e

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k i n g t h r o u g h h a n

d s - o n l e a r n i n g .

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Bilingual materials are used in the classroom as well as translators.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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

Mentors are assigned to each of the ELL students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

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

Mentors are assigned to each of the ELL students.

19. What language electives are offered to ELLs?

Medical Spanish and literacy is offered.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Bronx Health Sciences provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered to all teachers of ELLs, including ENL and bilingual teachers, in supporting ELLs as they engage in the Common Core Learning Standards. This includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Professional development is offered to all teachers of ELLs, including ENL and bilingual teachers, in supporting ELLs as they engage in the Common Core Learning Standards.

Extensive professional development is offered to all teachers of ELLs, including ENL and bilingual teachers, in supporting ELLs as they engage in the Common Core Learning Standards.

Comprehensive professional development is offered to all teachers of ELLs, including ENL and bilingual teachers, in supporting ELLs as they engage in the Common Core Learning Standards. This includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

In-depth professional development is offered to all teachers of ELLs, including ENL and bilingual teachers, in supporting ELLs as they engage in the Common Core Learning Standards. This includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Bronx Health Sciences provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are actively involved in after school meetings, as well as helping with school-wide events such as talent shows. Parents are also invited to help evaluate student projects at our bi-annual science fairs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Bronxworks

5. How do you evaluate the needs of the parents?

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

All parents of newly enrolled students are provided with an orientation session on the standards set by the state, requisite assessments, the New York City discipline code, school expectations (including the school's dress code and the mandated community service component), and programs offered (in the case of the parents of ELLs, the ESL program at BHS is discussed). The Principal, Assistant Principal, Guidance Counselors, and teachers provide an overview of the various programs at our school, as well as rules and regulations in place.

6. How do your parental involvement activities address the needs of the parents?

A workshop for the parents of all ESL students who will be taking the NYSESLAT will be offered. Parents are interested in having their children perform well on their exams, succeed in their content area classes, and to successfully test out of the ESL program. The trend in the parent choice letters indicated that the parental choice for their children was a freestanding ESL program.

D. Additional Information

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

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

- Differentiated instruction
- Using appropriate instructional methods
- Behavior modification
- Learning styles and individual learning

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Part VI: LAP Assurances

School Name: **Bronx Health Sciences11X249**

School DBN: **11X249**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Rivas	Principal		9/1/15
Maudi Rodriguez	Assistant Principal		9/1/15
	Parent Coordinator		
	ENL/Bilingual Teacher		
Naomi Delvalle	Parent		9/1/15
Erica Vargas-Catucci	Teacher/Subject Area		9/1/15
Patricia Zambrano	Teacher/Subject Area		9/1/15
	Coach		
	Coach		
Judith Alvarez	School Counselor		9/1/15
Carron Staple	Superintendent		9/1/15
	Borough Field Support Center Staff Member _____		
Nicole Lauler	Other <u>SPED teacher</u>		9/1/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X249** School Name: **Bronx Health Sciences High School**
Superintendent: **Carron Staple**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

ESL Program Patterns

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

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

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following information was given to both the students and parents in both English and their native language.

The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.

The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.

. Organization of staff

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

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

NOTIFICATION REQUIREMENTS

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

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

Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Bronx Health Sciences HS will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Bronx Health Sciences determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Our school will record attendance using existing procedures.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school will provide all necessary documents for ELL students and parents translated in their appropriate languages. School counselors and Assistant Principal will help facilitate this process. Schools shall provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

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

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

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

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

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

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

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

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4. Other Citywide parent meetings organized by central offices.

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


Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

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

Guidance and the ESL teacher monitor the influx of forms and follow up with those that have not been completed and returned by contacting parents.

Guidance and the ESL teacher ensure that the placement parent notification letters are distributed.