

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**11X290**

**School Name:**

**BRONX ACADEMY OF HEALTH CAREERS**

**Principal:**

**DAWN SANTIAGO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Academy of Health Careers School Number (DBN): 11x290  
Grades Served: 9-12  
School Address: 800 East Gun Hill Road, Bronx, NY 10467  
Phone Number: 718-696-3340 Fax: 718-696-3380  
School Contact Person: Dawn Santiago Email Address: DSantiago3@schools.nyc.gov  
Principal: Dawn Santiago  
UFT Chapter Leader: Samuel Matthews  
Parents' Association President: Shatima Furye  
SLT Chairperson: Noel Lawson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Shatima Furye  
Student Representative(s):

**District Information**

District: 11 Superintendent: Juan Mendez  
30-48 Linden Place  
Superintendent's Office Address: Queens, NY 11354  
Superintendent's Email Address: JMendez2@schools.nyc.gov  
Phone Number: 718-281-7696 Fax: 718-281-7519

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: AAnorma@schools.nyc.gov  
Phone Number: 718-935-9241 Fax: 718-935-5941

## 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)
Dawn Santiago	*Principal or Designee	
Samuel Matthews	*UFT Chapter Leader or Designee	
Shatima Furye	*PA/PTA President or Designated Co-President	
Diana Johnson	DC 37 Representative (staff), if applicable	
Shatima Furye	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Aliyah Furye	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vanessa Bedford	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Noel Lawson	Member/UFT Teacher	
Neisha Hamilton	Member/ UFT Teacher/SLT Chair	
Zachia Alvarado	Member/ Parent	
Helen Offong	Member/ Parent	
Andra Davis	Member/ Parent	
Karlene Brown	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

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

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

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

Bronx Academy of Health Careers services students in grades nine through twelve. the student population is comprised of approximately 6% English Language Learners and 23% Special Education students.

To ensure that students receive exposure to the vast areas of health care, we have several partnerships including connections with Montefiore School Health Clinic, Fordham university, and Albert Einstein School of Medicine Enrichment Program. In addition, to support college and career readiness, we have partnered with CUNY Collaborative Programs including College Now and LINCT to Success.

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

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

To support our goals, a school instructional focus, aligned to the Framework for Great Schools, has been established. The instructional focus includes:

- Evidence in Argument- Students will develop the skill of using evidence from a variety of text sources to support arguments in discussion, which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.
- Student-to-Student Discussion- Students will engage in high-quality discussions, exemplified by responding to and extending eachother's thinking and crafting questions to help one another deepen and elaborate upon their thinking. Strategies for establishing this student-to-student interaction includes effective higher-order questioning, engaging learning activities, accountable talk, Socratic Seminars, and debates.

- Collaborative Learning- Through teachers' strategic use of intentional groupings, students will develop the ability to learn and get along with others through small-group activities with their peers.

Our most recent Quality Review indicates, our school has progressed in ensuring high expectations and standards and rigor in classrooms as students are engaged in collaborative learning experiences aligned to Common Core.

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

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

Our school CEP was developed in collaboration with a dedicated group of individuals who recognize the importance of working together to promote student success including, teachers, support staff, administrators, parents, and students.

## 11X290 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	476	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	8	# SETSS	1	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	70.7%	% Attendance Rate			88.4%
% Free Lunch	69.6%	% Reduced Lunch			1.1%
% Limited English Proficient	7.8%	% Students with Disabilities			23.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			49.7%
% Hispanic or Latino	45.6%	% Asian or Native Hawaiian/Pacific Islander			3.3%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.18	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			22.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			4.61
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	67.2%	Mathematics Performance at levels 3 & 4			55.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.5%	% of 2nd year students who earned 10+ credits			78.1%
% of 3rd year students who earned 10+ credits	68.8%	4 Year Graduation Rate			69.5%
6 Year Graduation Rate	77.0%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				
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.

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

The application of these skills is assessed via examinations including the NYC ELA Performance Task and the NYS Comprehensive English Regents. An analysis of student work and performance based on the NYC ELA Performance task given to all students in SY 2014-2015, indicated the need to refine argumentative writing skills as aligned to Common Core standards.

Classroom observations conducted during SY 2014-2015, indicate the need to align student learning activities to instructional shifts and focus on student discussion and collaborative learning.

### 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, the percentage of students in their 3<sup>rd</sup> year (Cohort 2017) who earn a NYS English Regents score of 75+, deeming them college ready in English, will increase by at least 5%.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Department Teacher Team Leaders and Administrators will work with teachers within their departments to use the Tuning Protocol and the Tri-State Equip Rubric, to analyze teacher unit plans, and give feedback for improvement during Professional Learning time.</p>	<p>Core subject area teachers</p>	<p>Department Team Leaders will be trained in September and October.</p>	<p>Department Team Leaders, Teachers, Department Administrators</p>
<p>Professional Development focused on evidence in argument, collaborative learning, and student discussion will be provided to all teachers. Strategies include using informational text, accountable talk, Socratic Seminar, effective questioning, student engagement, and differentiation focusing on SWDs and ELLs.</p>	<p>All teachers</p>	<p>Cycles Professional Development will occur monthly beginning in September and thru June.</p>	<p>School Administrators</p>
<p>Information will be distributed to the entire school community, including parents via a school newsletter.</p>	<p>School community, parents</p>	<p>Newsletters will be distributed each marking period (six weeks). The first beginning in October and thru June.</p>	<p>School Administrators</p>
<p>Students preparing for the NYS English Regents will be offered additional supports including Saturday School and After School tutoring.</p>	<p>Students in Cohort 2017</p>	<p>Saturday School &amp; After School programs will run November – January and March - June</p>	<p>School Administrators, Guidance Counselors, and Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• Time for teacher planning will be allocated as per the schools' SBO and additional time will be allocated as needed.</li> <li>• Instructional Resources include access to technology, computer maintenance, software, and access to texts for both teachers and students.</li> </ul>
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- Personnel will be used to cover classes for teachers to participate in additional Professional Development and for additional time for Team meetings, as needed. Personnel will assist in communicating information to parents and the school community via meetings, mailings, and phone calls. Personnel will be used to program, supervise, and instruct during Saturday School and After School Programs. Personnel will be paid per session for any additional time beyond contractual obligations dedicated to this work.

**Part 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	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

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

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

**Part 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.

The School Quality Guide indicates overall increases in students earning 10+ credits. However, for students earning 10+ credits in their first year, there was less of an increase. This indicates a need to offer further supports (tutoring, AIS, enrichment) for students to pass their classes and earn credits. Additional modes for students to earn credit in their first year must also be provided. In order for students to feel supported and challenged, additional instructional supports to promote student success will be offered.

**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, credit accumulation for students will increase by 5% overall and by at least 2% for students in their 1<sup>st</sup> year, including students in the lowest third.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Saturday School &amp; After School programs will be offered to students to reinforce classroom learning and prepare students for examinations including Regents. Peer tutors will push into classes during their Community Service time.</p>	<p>Students in need of additional academic supports.</p>	<p>Saturday School &amp; After School programs will run November –</p>	<p>School Administrators and Guidance Counselors</p>

		January and March - June	
Teacher teams & Guidance Counselors will identify students in need of academic interventions and devise strategies to support students in their classes by analyzing scholarship data each marking period to determine how students are progressing. Students who are at risk of failing will be partnered with peers from other grades who will serve as mentors. Enrichment programs will offer students additional academic incentives and supports. Grade Team Leaders will receive training and support to track and monitor student progress.	Students in need of additional academic supports.	Grade Teacher Teams will meet weekly to review student progress October – June.  Student mentoring will begin in January and last through June.	Grade team Leaders, School Administrators, Guidance Counselors
Instructional support for ELLs and SWDs will be provided via push-in to classes during the school day, Saturday, and After School programs.	ELLs and SWDs in need of additional academic supports.	Ongoing September - June	School Administrators, Guidance Counselors
Parents will be notified of student progress via the use of PupilPath, teacher team conferences, phone calls, PA meetings, and mailings. Parents will also receive congratulatory letters when students achieve honor roll and make improvements and participate in award ceremonies. Students will be offered incentives for improvement such as reward trips, award certificates, and luncheons.	Parents and Students	Ongoing September - June	School Administrators, Guidance Counselors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Time for teacher meetings will be allocated as per the schools’ SBO and additional time will be allocated as needed.</li> <li>• Funding will be needed for incentives and awards for students and parents.</li> <li>• Instructional resources including texts and technology will be provided for enrichment and academic support.</li> <li>• Funding will be used to provide coverages for teacher to receive training for data analysis.</li> <li>• Personnel will assist in communicating information to parents and the school community via meetings, mailings, and phone calls. Personnel will be used to program, supervise, and instruct during Saturday School and After School Programs. Personnel will be paid per session for any additional time beyond contractual obligations dedicated to this work.</li> </ul>											
<b>Part 4b.</b> 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	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

Each marking period (approximately every six weeks), scholarship data will be analyzed and compared to the previous year's data to monitor student progress. In February 2016, credit accumulation will increase by at least 2%.

**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.

To allow for objectivity and meaningful feedback, the system of observations for our school consists of observations being conducted in teams of at least two administrators. Data from observations from SY 2014-2015 indicates the need to specifically focus on the components of Domain 3 of the Danielson Rubric, specifically 3b, 3c, and 3d. Feedback from the most recent Quality Review indicates a need to focus on Indicator 1.2 Pedagogy.

### 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.

To improve instruction and teacher effectiveness, by June 2016 the percentage of teachers with an overall rating of Effective or Highly Effective in Domain 3: Instruction of the Danielson Rubric will increase by at least 10% using the first cycle of observations as a baseline for targeted Professional Learning. This goal will be supported by teacher common planning, teacher classroom inter-visitations, professional development, and providing teachers timely actionable feedback.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	All teachers	Observations will begin in October after Initial	School Administrators

<p>conducted in teams of at least two administrators to allow for collaboration, objectivity, and meaningful feedback aligned to the Danielson Framework. Administrators will meet with a DOE Talent Coach to ensure practices are aligned to the Danielson Framework.</p>		<p>Planning Conferences and continue through May.</p>	
<p>After two cycles of observations, those teachers who are below the overall effective rating will be supported by administrators and colleagues through mechanisms to improve instruction including:</p> <ul style="list-style-type: none"> <li>• Inter-visitations of peers to observe best practices and inter-visitations by peers for feedback.</li> <li>• Receiving support from instructional coaches</li> <li>• Coaching from supervisors and teacher leaders</li> </ul> <p>Engaging in collaborative professional learning within grade level and department teams</p>	<p>Teachers below overall Domain 3 rating of Effective</p>	<p>Inter-visitations will begin in November through May.</p> <p>Collaborative learning in teacher teams will take place September through June.</p>	<p>School Administrators, Teacher Leaders</p>
<p>Teachers will participate in professional learning opportunities including Professional Development based on the needs of teachers and recommendations from administrators, inter-visitations, and collaborative planning.</p> <p>Professional Development will include:</p> <p>Working with Instructional Coaches</p> <p>Participating in Inter-visitations</p> <p>External workshops conducted by UFT Teacher’s Center, Executive Leadership Institute, New Visions, and DOE</p> <p>Internal workshops conducted by teaching colleagues and administrators</p>	<p>Teachers as per needs</p>	<p>Observation data will be reviewed after each observation cycle to determine teacher needs beginning October through May.</p> <p>Professional learning opportunities will take place September through June.</p>	<p>School Administrators, Teacher Leaders, Instructional Coaches</p>
<p>Teachers will participate in professional learning activities which will focus on multiple entry points to make the curriculum accessible to all learners including ELLs and SWDs.</p> <p>Parents will be invited to workshops during the school year to discuss services, academic supports, and curricular materials available for ELLs and SWDs.</p>	<p>Teachers and parents of English Language Learners and students with disabilities</p>	<p>Ongoing, September - June</p>	<p>School Administrators, Teacher Leaders, Instructional Coaches</p>

**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.

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

**Part 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	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

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

**Part 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 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.

Administrators, teachers, and guidance counselors analyze student performance data and implement strategies to support students in academic success. These efforts led to various increases in student progress data in SY 2014-2015 as indicated by the School Quality Guide. Working strategically in collaboration to inform school decisions and improve school culture will benefit further growth in student success.

### **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.

During SY 2015-2016, to promote collaborative leadership, 100% of staff will participate in at least two committees or teams focused on improving instruction, analyzing student progress, building a positive school culture, outreach and/or community involvement by June 2016.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All administrators will participate in and facilitate Professional Development opportunities to build leadership capacity.</p>	<p>Administrators, Teacher Leaders</p>	<p>Ongoing September – June.</p>	<p>School Administrators</p>
<p>Opportunities to collaborate with teachers, administrators, support staff, parents, and students and give input to inform school decisions and improve student outcomes will be incorporated into the school culture including:</p> <ul style="list-style-type: none"> <li>• School Leadership Team Meetings</li> <li>• Parent Association Meetings</li> <li>• Grade Level Teacher Team Meetings</li> <li>• Department Teacher Team Meetings</li> <li>• Attendance Guidance &amp; Outreach Team</li> <li>• UFT Consultation Committee</li> <li>• COSA Committee</li> <li>• Team Leader Meetings</li> <li>• Professional Development Committee</li> <li>• Student Government</li> </ul>	<p>School Community</p>	<p>Ongoing September - June</p>	<p>School Administrators, Teacher Leaders</p>
<p>A school newsletter highlighting the school’s progress towards, events, and instructional practices will be shared with the entire school community including staff, parents, and students six times per year.</p>	<p>School Community</p>	<p>Newsletters will be distributed each marking period (six weeks). The first</p>	<p>School Administrators</p>

		beginning in October and thru June.	
Parents will be invited to workshops during the school year to discuss services, academic supports, and curricular materials available for ELLs and SWDs.	Parents of ELLs and SWDs	October - May	Team Leaders, School Administrators, ELL Teacher

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Time for meetings will be allocated as per the schools’ SBO and additional time will be allocated as needed.</li> <li>• Time for collaborative planning will be incorporated into the regular school day schedule as per SBO.</li> <li>• Funding will be used for the cost of per diem coverages for staff to attend external workshops.</li> <li>• Access to data including ATS, STARS, and Skedula will be used to check student scores and for item analysis to inform instruction. The Data Specialist will be responsible for syncing reports to ensure the data is up to date.</li> <li>• Funding will be used to communicate information to parents via meetings, mailings, and phone calls.</li> </ul>											
<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
During mid-year reflections in January, staff will be surveyed to indicate which teams or committees they have participated in and which they would like to participate in for the Spring Semester. The mid-point benchmark will be at least 85% of staff will have participated in two teams or committees.
<b>Part 5b.</b> 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.

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

### **Part 2 – Annual Goal**

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

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will be exposed to a yearlong health course which includes the required health curriculum and exploration of health careers. During the course, students will be exposed to various health care fields. Guests from various health care sectors will visit with students to provide education to students regarding their careers and information for families concerning resources. In addition, all students will be offered CPR certification via health classes.</p> <p>Students will be offered a course of study for certification in Health Information Management Prep through a partnership with Bronx Community College.</p> <p>The school will host a Career Day inviting all parents, students, and staff to participate. Guest speakers will be invited back to the school to present. The Montefiore Medical Center will provide additional community resources.</p>	<p>Students &amp; School Community</p>	<p>The health classes will begin in September and continue through June.</p> <p>The Health Information Management Prep program will take begin in February and continue through June.</p> <p>Career Day will take place in May.</p>	<p>School Administrators, Guidance Counselors</p>
<p>Focused Parent events will be planned throughout the year. These events will occur in partnership with the Montefiore Medical Center School Health Program, the Mosholu Montefiore Community Center, and New Visions and include:</p> <ul style="list-style-type: none"> <li>• Workshops for parents of ELL students to inform parents of the supports available to their child and to give families access to available community resources.</li> <li>• Grade Specific meetings including Parent Summits and College Planning &amp; Financial Aid workshops.</li> </ul> <p>Workshops for parents of SWDs to understand their child's IEP and resources to support student success.</p>	<p>Select Parents &amp; Students</p>	<p>Ongoing September - June</p>	<p>School Administrators, Teachers, Guidance Counselors</p>

<p>School community events will be communicated to parents via phone calls, mailings, and newsletter.</p> <p>Parents will participate in school community events including:</p> <ul style="list-style-type: none"> <li>• Parent Summit</li> <li>• College &amp; Financial Aid Workshops</li> <li>• CPR Training and Certification</li> <li>• Career Day</li> <li>• Awards Ceremonies</li> <li>• Parent-Teacher Conferences</li> <li>• Teacher Team Meetings</li> <li>• School Leadership Team Meetings</li> <li>• Celebratory Events</li> <li>• Healthy Living Workshops</li> </ul>	<p>Parents &amp; Students</p>	<p>Ongoing September – June.</p>	<p>School Administrators, Parent Association Board Members</p>
<p>Celebratory events and communication of success will include:</p> <ul style="list-style-type: none"> <li>• Awards Ceremonies</li> <li>• Honor Roll Announcements via Bulletin Board and Newsletter</li> <li>• Luncheons</li> <li>• Reward Trips</li> <li>• Pupil Path</li> </ul>	<p>Parents &amp; Students</p>	<p>Awards Ceremonies will take place twice per year in February and June.</p> <p>Honor Roll Announcements and Newsletter will occur every six weeks beginning in October through June.</p> <p>Reward luncheons and trips will occur at the end of each marking period beginning in October through June.</p>	<p>School Administrators, Teachers, Guidance Counselors</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Time and space will be allocated for hosting community events.</li> <li>• Funding for BCC and for other cost-based programs will be allocated as such.</li> </ul>

- Staff members will plan and participate in events. Support staff will communicate events via mailings and phone calls. Per session will be paid for work done after school hours.
- Administrators and Guidance Counselors will coordinate and supervise events and be paid per session for work done after school hours. PA funds will be used for parent events.
- The school schedule will allow for health classes to take place 5 days per week for both semesters. the Curriculum provided by the American Red Cross will be used for CPR certification.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>	X	<b>Title III, Part A</b>	X	<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>	X	<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

### **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.

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance  Grades 9-12	Regents Prep, Classroom Instruction Support	Small group, tutoring	After School & Saturdays, Lunch
<b>Mathematics</b>	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance  Grades 9-12	Regents Prep, Classroom Instruction Support	Small group, tutoring	After School & Saturdays, Lunch
<b>Science</b>	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance  Grades 9-12	Regents Prep, Classroom Instruction Support	Small group, tutoring	After School & Saturdays, Lunch
<b>Social Studies</b>	Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance  Grades 9-12	Regents Prep, Classroom Instruction Support	Small group, tutoring	After School & Saturdays, Lunch
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Academic counseling based on need, social emotional counseling based on need, mandated counseling services as per IEP  Grades 9-12	Counseling for improving mental, emotional, and social health, anger management, school phobia, depression, stress management, and attendance improvement	Small group  One to one	During the school day, After School

## Section 7: Title I Program Information

### Directions:

- 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers will be assigned to teach in content areas in which they are qualified. Any exceptions to this will be communicated to parents as per NCLB guidelines. The school will continue to make a focused effort to hire teachers who are licensed by visiting job fairs, colleges, and through the DOE's New Teacher finder. Teachers who are not licensed in the subject they teach will be encouraged to gain the necessary courses needed and provided with necessary supports. All teachers will participate in Professional Development sessions aligned to Citywide Instructional Expectations offered by the school DOE, or Network.

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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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**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are part of the MOSL Committee and select assessments based on the needs of the school and students and date from the previous school year. Classrooms teachers use their own assessments for content and skills. Teachers work with Instructional Coaches to ensure assessments are aligned to content and skills. Data is shared and analyzed via whole Professional Development sessions and teacher team meetings.

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

<p><b>Directions:</b> 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. <b>On the chart below</b>, 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.</p>				
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	317,921.00	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5A, 5B, 5C, 5D, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,755,258.00	X	5A, 5B, 5C, 5D, 5E

### **<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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#### **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

## **Bronx Academy of Health Careers**

### **PARENTAL INVOLVEMENT POLICY**

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

To encourage parent involvement at we will:

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;

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

### **School-Parent Compact (SPC)**

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

#### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## **Bronx Academy of Health Careers**

### **SCHOOL – PARENT COMPACT**

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

#### **The School Agrees...**

- **To convene** an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- **To offer** a flexible number of meetings at various times and, if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.
- **To actively** involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- **To** provide parents with timely information about all programs.
- **To** provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- **To provide** high quality curriculum and instruction.
- **To** deal with communication issues between teachers and parents through:
  - parent-teacher conferences at least twice annually
  - frequent reports to parents on their children’s progress
  - reasonable access to staff
  - opportunities to volunteer and participate in school events and parent workshops.

#### **The Parent/Guardian Agrees...**

- **To become** involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- **To work** with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.
- **To** share the responsibility for improved student achievement.
- **To communicate** with his/her child’s/children’s teachers about their educational needs.

- **To** ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
  
- **To** increase parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:
  - attending PA Meetings
  
  - their involvement in parent workshops
  
  - participating in any school events
  
  - serving as a PA or SLT member
  
  - attending Community Based Organization meetings

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>7</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

### RATIONALE:

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

### SUBGROUPS AND GRADE LEVELS OF STUDENTS TO BE SERVED:

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

### SCHEDULE AND DURATION

The Bronx Academy of Health Careers will offer both an English Language Learner (ELL) Saturday Academy and an After School Program for our ELL population. The ELL Saturday Academy will run from November 2014 to June 2015 during the hours of 9:00 AM - 1:00 PM, and will include two sessions: Session A from 9:00 AM - 11:00 AM and Session B from 11:00 AM - 1:00 PM. The After School Program will run from September 2014 to June 2015 from 3:09 PM to 4:00 PM.

### LANGUAGE OF INSTRUCTION

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

### NUMBER AND TYPES OF CERTIFIED TEACHERS

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

### TYPES OF MATERIALS

After evaluating the results of the Spring 2014 NYSESLAT and Regents results we concluded that our ELLs perform better in the areas of Listening/Speaking than they do in Reading/Writing and that they need intensive instruction in ELA, social studies and science. In accordance with this data, we will order additional copies of Attanasio & Associates' GETTING READY FOR THE ENGLISH REGENTS, GETTING READY FOR THE NYSESLAT AND BEYOND as well as their SIFE CLASSROOM LIBRARY consisting of 40 books each in science and social studies for our ELL Saturday Academy. Additionally we will purchase and have available Word-to-Word Bilingual Dictionaries for native language support. The English Regents program is designed specifically for high school ELLs and focus on developing reading, writing, listening skills for Regents essays. The NYSESLAT series is designed for developing these three skills as well as speaking for high school students. The SIFE Classroom Library is designed for high school ELLs who are struggling readers. Our rationale for choosing these resources is to acquaint our students with the format and requirements of both the ELA Regents and the NYSESLAT as well as to give adequate

## Part B: Direct Instruction Supplemental Program Information

practice for both of these exams and to give our ELLs additional assistance in science and social studies to help them pass the Regents exams in these areas.

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

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

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: \_

### RATIONALE

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

### TEACHERS TO RECEIVE TRAINING

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

### SCHEDULE AND DURATION

## Part C: Professional Development

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

### TOPICS TO BE COVERED

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

- September 2014: Accountable Talk: Best Practices
- October 2014: Informational Text
- November 2014: Teaching Mathematics to ELLs
- December 2014: Aligning Lesson Plans to the Common Core State Standards
- January 2015: What is Scaffolding?
- February 2015: Teaching Vocabulary to ELLs
- March 2015: Academic Language
- April 2015: Text Complexity
- May 2015: The Five Components of Oral Language
- June 2015: Disciplinary Literacy for ELLs

### NAME OF PROVIDERS

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

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

- For the Teaching Artist Residency Program (After School ELL Program) a group of professional actors will offer two 60-minute in-class professional development sessions to the ESL teacher and her students. The PD will consist of hands-on theatre activities that will prepare the students for the theatre residency as well as seeing live theatre performances. The professional development topics include:

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

## Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: \_

RATIONALE

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

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

SCHEDULE AND DURATION

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

TOPICS TO BE COVERED

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

NAME OF PROVIDERS

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

NOTIFICATION TO PARENTS

Parents will be notified of these workshops by mail in English and Spanish and at parent-teacher conferences. At all parent functions in our school, we ensure that appropriate translation and interpretation services or available whether through staff members or the NYCDOE Translation and Interpretation Unit by phone.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>290</b>
School Name <b>Bronx Academy of Health Careers</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Dawn Santiago</b>	Assistant Principal <b>Arlene McNeal</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>N. Hamilton</b>	School Counselor <b>M. Kinyon</b>
Teacher/Subject Area <b>H. Ezekiel/ELA</b>	Parent <b>S. Furye</b>
Teacher/Subject Area <b>C. Andrews/ELA</b>	Parent Coordinator <b>N/A</b>
Related-Service Provider <b>A. Deville</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>Juan Mendez</b>	Other (Name and Title) <b>N/A</b>

### 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	1
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	1	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)	459	Total number of ELLs	54	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b>										0	0	0	0	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	54	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	19
<b>SIFE</b>	5	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	22

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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	20	0	4	12	1	5	22	1	10	0
<b>Total</b>	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										0	0	0	0	0
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

\* 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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**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										15	11	7	4	0
Chinese														0
Russian														0
Bengali											2	1	2	0
Urdu										1				0
Arabic										1	1	1		0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1		0
Other										4	3			0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										2		1	2	0
<b>Emerging</b> (Low Intermediate)										3		1		0
<b>Transitioning</b> (High Intermediate)										6	6	4	2	0
<b>Expanding</b> (Advanced)										10	7	2	2	0
<b>Commanding</b> (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										4	7	6	2	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	4	0	0	0
Integrated Algebra/CC Algebra	20	0	7	0
Geometry/CC Algebra	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	13	0	6	0
Physics	0	0	0	0

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	7	0	2	0
Geography	0	0	0	0
US History and Government	4	0	2	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.

The assessment tool we use to assess the early literacy skills of our Spanish-speaking ELLs when needed is the Spanish LAB. During the past several years we have not had any ELLs who required this test. In addition teachers use Curriculum Associates an online tool, Ed Performance, and various teacher created assessments. Use of these tools informs teachers of the students' reading and writing levels. Teachers then use this data to tailor instruction and find appropriate resources. For example, current ELLs in 9<sup>th</sup> grade are averaging Far Below Level in reading Long Passages, Vocabulary, and Non - Fiction according to Ed Performance.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns across performance levels on the NYSITELL and NYSESLAT and grades indicate that our ELLs perform far better in the Listening and Speaking subtests than they do in the Reading and Writing subtests.

- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The Principal shares with the entire staff at the beginning of the school year information about Annual Measurable Achievement Objectives from the CEP. Staff members then group according to disciplines to discuss and set departmental goals in line with these Annual Measurable Achievement Objectives.

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

To address the patterns across performance levels on the NYSITELL and NYSESLAT and grades , the ELA and ESL teachers provide targeted, intensive instruction in the areas of reading, writing and grammar throughout the school day and during our extended day program. During the regular day instructional program, the characteristic elements of the various genres of writing (e.g., expository, descriptive, narrative, persuasive) are explained in detail as they are introduced. Teachers print these characteristics on chart paper and display them around the classroom, thereby creating a print-rich environment. Students are provided with exemplar samples of each mode of writing, and the elements are pointed out and discussed. With each writing assignment, students are given a pre-writing organizer or venn diagram to assist them in organizing the essay. A rubric is also used with each writing assignment so the students will clearly understand what is expected of them. Both the ELA and NYSESLAT rubrics have been explained in detail to the students and used as teaching points; for example, how to write a thesis statement; how to use supportive details; how to vary sentence patterns and use transitional words and phrases. Using students' classroom and homework performance, our ELA and ESL teachers continually assess their work and use the assessment data to drive further instruction and remediation during mini lessons. This is also the case with the content area teachers.

We have school-wide professional development every Friday, focusing on the Learning Standards, ELL-specific topics and student work.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

As indicated earlier, the patterns across performance levels and grades on both the NYSITELL and NYSESLAT indicate that our ELLs tend to perform better in the areas of speaking and listening than they do in reading and writing. None of our ELLs have opted to take the Regents in their native language. However, some have opted to have translated versions available for them to compare.

Our school no longer participates in the ELL periodic assessments, preferring to use the results of the NYSESLAT and other city and state assessments.

We do not have a Transitional Bilingual Program as we have not had a parent request it and we do not have the number of students within the same grade with the same language to mandate it. Therefore, there is no native language instruction. We do, however, provide bilingual dictionaries and glossaries for our ELLs.

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

N/A. We are a high school.

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

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our ELL program through classroom performances and New York State NYSESLAT and Regents results. We compare data from the results the student achieved previously to the current one. If the students have advanced to a new level,

reached the Commanding level, or remained at the same level, but have raised their score a significant level, then we consider that to be a measurement of improvement. In addition, we also evaluate how many students were able to pass their Regents exam, specifically the Common Core ELA.

## 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.

The ELL identification process is completed within the first 10 days of enrollment. Specifically, the parents of all new students are requested to complete a Home Language Identification Survey (HLIS). If the student's home language is determined to be other than English or his/her native language is other than English, an informal interview is conducted in English by the ELL Program Administrator. If the parent does not speak or understand English, the interview is conducted in the native language with a staff member who speaks the language, providing translation. If, in the event the parent speaks a low incidence language and there is no staff member who speaks that language, we will utilize the services of the Translation and Interpretation Unit of the NYCDOE. The student is then administered the NYSITELL. If s/he scores below the proficiency level, s/he is considered an ELL. If the student's home language is Spanish, s/he is administered the Spanish LAB. The parent is asked to complete a Parent Survey and Program Selection Form. If the parent selects a program other than Freestanding ENL, she is given the choice of placing her child at our school or contacting the Office of Enrollment for a bilingual placement. If she chooses to have her child remain at our school, the student is scheduled for the appropriate number of ENL classes in accordance with his/her proficiency level. The parent's program choice is noted in the ELL Parent Choice Update Screen (ELPC) in ATS.

We determine if newly identified ELLs, and those at the beginner/entering or low intermediate/emerging level of proficiency on the NYSITELL are SIFE through the oral interview questionnaire. Additionally, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we will administer the Literacy Evaluation for Newcomer SIFE (LENS).

Our ELL Program Administrator, Ms. Arlene McNeal, is responsible for conducting the initial screening, administering the HLIS, the NYSITELL and Spanish LAB when required, and the formal assessment. All ELL documents are placed in the student's cumulative record file with copies filed in the ELL Program Administrator's office. These documents include: HLIS, Parent Survey and Selection Form, Program Placement Letter, Entitlement letters for newly identified ELLs, Continued Entitlement letters, Non-entitlement letters, and Language Proficiency Team NYSITELL Determination Forms.

All students are placed in free standing ENL classes as the school's demographics do not meet the requirements for bilingual education.

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).

We determine whether a student is SIFE within 30 days through data from the the Home Language Identification Survey regarding prior schooling and the parent oral interview. Additionally, if students have a home language of Arabic, Bengali, Chinese, or Spanish, we administer the Literacy Evaluation for Newcomers (LENS). This data is then entered into ATS using the function BNDC.

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).

The school's LPT determines the NYSITELL eligibility for students with IEPs. The members of our LPT include the following:

Arlene McNeal, Assistant Principal, ELL and Special Education Administrator

Neisha Hamilton, ENL Teacher

Parent of Student

A translator (either a staff member who speaks the language of the parent or a representative of the Translation & Interpretation Unit

The LPT completes the following steps:

- The LPT considers evidence of the student's English language development
- The LPT determines whether the student may have L2 acquisition needs or if the student's disability affects whether the student can demonstrate proficiency in English
- If the LPT determines that the student needs English language acquisition, the student takes the NYSITELL
- If the LPT determines that the student is not in need of English language acquisition, the principal is sent the recommendation for rejection or acceptance
- If the principal disagrees that the student should not be administered the NYSITELL, the student is given the test
- If the principal agrees that the student should not be administered the NYSITELL, the recommendation is then sent to the superintendent for a final decision
- If the superintendent determines that the student must take the NYSITELL, the school has 5 additional calendar days to administer the test and to notify the parent.
- The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative file

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.

Within 5 school days of determining ELL status through administration of the NYSITELL, we will inform parents of the results using the NYCDOE standard parent notification letters in the parents' preferred language.

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).

If a parent contacts the school to say that she believes her child has been misidentified as an ELL or non-ELL, the school will advise the parent that she must notify the principal in writing to request an ELL Re-Identification Process. This written request must be made within 45 days of enrollment only.

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.

To ensure that parents understand all three program choices, we provide a parent orientation meeting at the beginning of the school year for parents of newly enrolled ELLs. At the meeting we show the Parent Orientation video, after which our ELL Program Coordinator, Arlene McNeal, further explains the three ELL programs offered throughout the city and our English as a New Language program at our school. Other staff members in attendance are the Principal, the ENL teacher, and at least one teacher each to represent the common core subjects. We provide information on the Common Core Standards, curriculum, assessments and school expectations for our ELLs. We maintain a record of both parents and staff members in attendance. We offer parents who have not completed the required HLIS or Parent Program Selection Form to do so at this meeting. We utilize the services of the Translation and Interpretation Unit if necessary. For parents who do not attend the meeting, we contact them and ask them to report to the school at which time we provide an one-on-one orientation. The parent is provided with an orientation packet, including the HLIS, Preferred Language Form, and the Parent Survey and Selection Form. This process takes place within the first 10 days of school and on a rolling basis throughout the year when/if new students register.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are offered an opportunity to complete the Parent Survey and Program Selection at the time of registration before the beginning of school and are offered to complete the survey online. If they were not in attendance at our Parent Orientation Meeting at the beginning of the school year, we contact them to ask them to report to the school to complete the Parent Survey and Program Selection form. If all efforts fail, we send the form home in their preferred language by their child with instructions to contact our ELL Program Coordinator if needed. If the form is not returned, the student is automatically placed in our English as a New Language program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

As indicated above, by the beginning of the school year if a parent has not completed and returned the Parent Survey and Program Selection form, we contact her by mail or phone, asking her to come to the school to complete the form. If the parent fails to come to the school, we either mail or send the form home by the student. We doggedly follow up with the student to ensure that the parent completes the form in her preferred language.

9. Describe how your school ensures that placement parent notification letters are distributed.

Within 5 school days of determining a student's ELL status through administration of the NYSITELL, we notify parents with a Program Placement Letter in the parents' preferred language. A signed copy of this letter is placed in the students' cumulative file as well as the ELL Program Coordinator's file.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Dated and signed copies of all ELL documents are maintained in the students' cumulative file as well as the office of the ELL Program Coordinator. The ELL documents include the following:

- Home Language Identification Survey
- Parent Survey and Selection Form
- Program Placement Letter
- Preferred Language form
- Entitlement letter for newly identified ELLs
- Continued entitlement letter
- Non-entitlement letter
- Language Proficiency Team NYSITELL Determination Form

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.

Each spring, all our ELLs, including those who are eligible for New York State Alternate Assessment, are administered the NYSESLAT. To ensure that all ELLs are tested, we first generate the RLER which identifies those students who are eligible to take the test. We then set up a testing schedule that includes at least 2 days and 1 make-up day for the individually administered speaking subtest; plus 1 day for each of the 3 L/R/W subtests and 1 make-up day. The parents of our ELLs as well as all staff members are notified of the testing schedule. We make every effort to ensure that all ELLs are tested.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Within the first 10 days of school, we look at the spring NYSESLAT results to determine those ELLs who will require continued service. We then send the parents of these students a continued entitlement letter in their preferred language, indicating that their child will continue to be served through our English as a New Language program (we do not currently have a transitional bilingual program).

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, we have determined that the trend in program choices that parents have requested is our English as a New Language program. We explain to our parents of ELLs at the Parent Orientation meeting at the beginning of the school year that we currently do not have a Transitional Bilingual program because we do not have enough ELLs (20) of the same language in any of our grades. We advise them that should they opt to have their child placed in a transitional bilingual program, we will refer to them to the Office of Enrollment. No parent has requested a transitional bilingual placement during the past several years.

# 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.

Instruction for ELLs at the Bronx Academy of Health Careers is delivered through departmentalized ENL. Instruction is in English with home language support, emphasizing English language acquisition. Our ENL teacher is certified in both TESOL and ELA, hence

our ELLs will receive instruction through stand-alone and integrated ENL. Because our ELL population is increasing, we hope to hire a

second certified ESL teacher. We will ensure in accordance with current Part 154 regulations

that all ELLs and former ELLs up to 2 years after exiting ELL status will receive a minimum number of units (90) of integrated ENL.

- 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)?

To ensure that the mandated number of instructional minutes is provided according to proficiency levels of our students, we

follow CR Part 154 guidelines as follows:

Entering (Beginning) - 540 minutes per week including 1 unit of study in ENL or 180 minutes; 1 unit of study in ENL/ELA; 1 unit in stand-alone ENL or integrated ENL in a content area.

Emerging (Low Intermediate) - 360 minutes per week including .5 unit of study or 90 minutes in ENL; 1 unit of study in ENL/ELA; .5 unit of study in stand-alone or integrated ENL/content area.

Transitioning (Intermediate) - 180 minutes per week including .5 unit of study in ENL/ELA or 90 minutes; .5 unit of study in stand-alone or integrated ENL/content area.

Expanding (Advanced) - 180 minutes per week including 1 unit of study in ENL/ELA or other content area.

Commanding (Proficient) - 90 minutes or .5 unit of study per week of integrated ENL in ELA/content area of other approved Former ELL services for two additional years.

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.

Research has shown that instructional programs with high levels of rigor and support result in higher achievement for ELLs, thus our

students use the same level of instructional materials as our non-ELLs. All content area classes are taught in English using scaffolding

strategies to make content comprehensible for our ELLs. Native support is provided through the use of bilingual dictionaries,

bilingual glossaries, the buddy system and staff members who speak the languages of our students.

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

Since we do not have a transitional bilingual program, students are not evaluated in their home language throughout the year. Only during the ELL Identification process are students whose language is Spanish tested in their home language through the Spanish Lab.

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

In both the content area and ENL classes, students are evaluated in all four modalities of English acquisition throughout the year. Teachers design lessons aligned to the Common Core Learning Standards for literature (i.e. responding to literature), informational text (i.e. integration of knowledge and ideas), writing standards (i.e. production and distribution of writing), speaking and listening (i.e. presentation of knowledge and ideas), and language standards (i.e. conventions of standard English, vocabulary acquisition and use).

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

For all of the ELL subgroups, we differentiate instruction following the guidelines of 3 bodies of research: Brain-based Research on Learning, Learning Styles and Multiple Intelligences and Authentic Assessment. Specifically we plan instruction around 5 basic steps:

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

Step 2: Use various Teaching Strategies - We use Direct Instruction, Inquiry-based Learning, Cooperative Learning and Information Processing Strategies such as reciprocal teaching, graphic organizing, scaffolding and KWL. In addition we offer resources in the student's first language if available, use of first language glossary in classes, assign a peer with the same first language as a "buddy"

Step 3: Use a Variety of Instructional Activities - We create activities that vary in level of complexity and those that require various degrees of abstract thinking.

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

For SIFE Students - we incorporate resources that reflect the background of the students

For Newcomers - we offer resources in the student's first language if available, use of bilingual glossary in classes, assign a peer with the same first language as a "buddy"

For Developing - we focus on increasing vocabulary, using manipulatives

For Long Term ELLs we focus on increasing the exposure to academic vocabulary using scaffolding techniques

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.

Within 6-12 months after the re-identification of an ELL or non-ELL, the principal will consult with the ENL teacher, the parent/guardian, and the student to ensure that the student's academic progress has not been adversely affected by the re-identification. If it is proven that the student's academic progress has indeed been adversely affected, the school will provide additional support services to the student as defined in CR Part 154-2.3(j). The principal may reverse the determination within this same 6-12 month period. Should the principal decide to reverse the ELL status, she will consult the superintendent. The final decision notification will be sent to the parent of the ELL in writing in her preferred language within 10 school calendar days.

Chart 1: 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?

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

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?

The majority of our ELL-SWDs are placed in ICT (Integrated Co Teaching) classes which has two certified teachers and allows them to be with non-ELL peers throughout the school day and to receive the same level of instruction. The remaining ELL-SWDs are in self-contained special education classes where the teachers use the following instructional strategies: differentiated instruction, scaffolding strategies, the SMART Board, and supplemental content area materials. As students achieve a certain level in content area subjects, special education teachers use flexible scheduling to place students in general education classes for those particular subjects. We ensure that our ELL-SWDs receive all services mandated by their IEPs including testing accommodations. These accommodations are implemented for classroom as well as city and state assessments.

### 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.)	
Chart 1: 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?		.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(u) 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

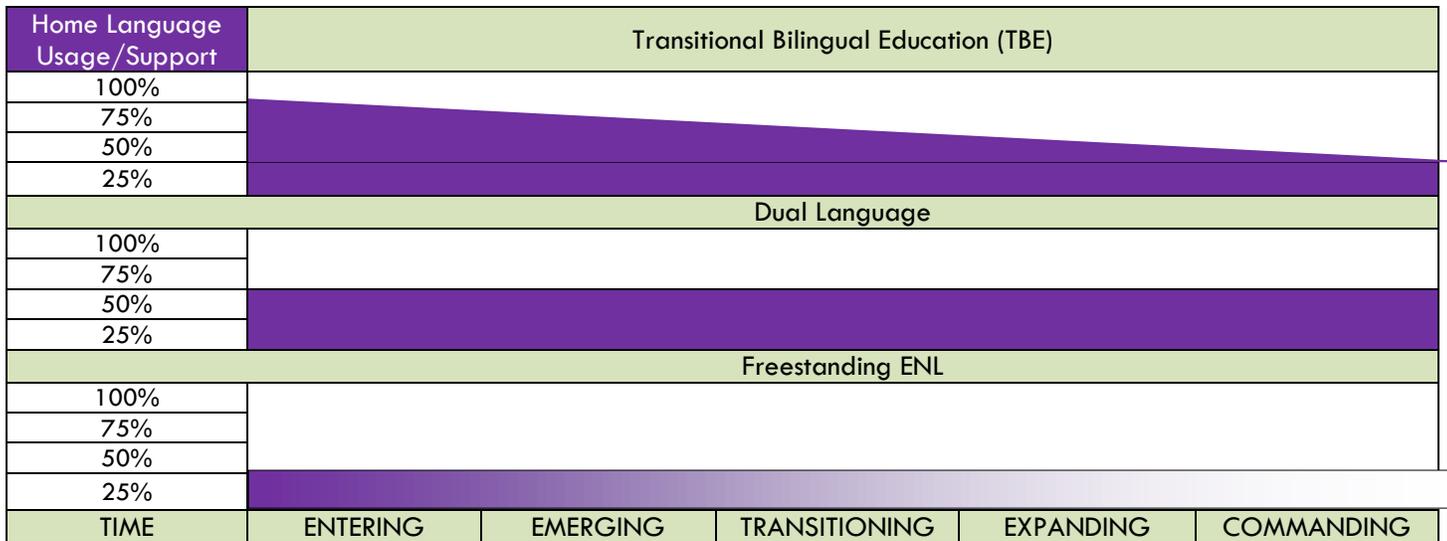


\*Note: “other approved services” does not apply to New York City at this time.

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. To ensure that our entire ELL population improves their linguistic and academic abilities so that they become English proficient and meet State standards, the Bronx Academy of Health Careers offer both an English Language Learner (ELL) Saturday Academy and an after-school program for our ELL population. All 54 of our ELL students, in grades 9 through 12, are invited and encouraged to attend both programs. The after-school program is a year-long program. The Saturday Academy runs from November 2015 through June 2016 during the hours of 9:00 a.m. – 1:00 p.m. and includes two sessions: Session A from 9:00 a.m. – 11:00 a.m. and Session B from 11:00 a.m. – 1:00 p.m. Classes offered are Integrated Algebra, Advanced Algebra and Trigonometry/Geometry, ELA, Chemistry, Living Environment, ENL, and US and Global History. The service providers are all fully licensed in their respective content areas. The instructional mode is a team-teaching approach; the ENL teacher and the science teacher form a team in Session A and the ENL teacher and social studies teacher in Session B. All our ELL students are programmed for both sessions. Teachers give a pre-and post- unit assessment per unit of study. This data is collected, recorded and analyzed daily, weekly and monthly. Information from this data analysis is used weekly at our Professional Learning Team Meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction. The language of instruction is in English with native language support as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Only a small fraction of our 48 ELLs last school year regularly attended our ELL Saturday Academy and After School Program, although all have been encouraged to attend. The Regents results for for the 20 eligible 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade ELLs seem to reflect this trend. Of the students tested, the results indicate that students fair better in the content areas of Integrated Algebra and Living Environment. Of the 20 students who have taken the Integrated Algebra Regents, a total of 7 have passed. Of the 13 students who have taken the Living Environment Regents, 6 have passed. Only 4 of the 20 eligible ELLs have taken the ELA Regents, and none of them have passed. This seems to indicate that our Regents-eligible ELLs feel more comfortable taking the science and math Regents than they do language arts.
12. What new programs or improvements will be considered for the upcoming school year?  
No new programs are currently being considered for the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?  
We do not anticipate discontinuing any of our current programs/services for ELLs since we have seen favorable results.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our instructional programs have high levels of rigor and support to ensure that all of our students, ELLs and non-ELLs, achieve high academic achievement. We ensure that they are afforded equal access to all school programs, including technology. We have a mobile computer lab that all students have access to for completing assignments and special projects. Our ELLs are encouraged to participate in our annual Cultural Fair and all other school assemblies and activities. All subgroups of ELLs are invited and encouraged to participate in our Saturday ELL Academy and after-school program.
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.  
In addition to the regular classroom instructional materials that all our students use, our ELLs use Sadlier-Oxford's Grammar for Writing which includes a complete course in grammar, usage, and mechanics, with an emphasis on writing. We also utilize Getting Ready for the NYSESLAT, Getting Ready for the English Regents Essays and SIFE Classroom Library for our ELL Saturday Academy. To further support ELLs, all classroom teachers use either a SMART Board or LCD screens as a teaching tool. Science, math, social studies, ELA and ESL teachers are able to use the internet to access content area sites to support and enhance their lessons. All students have use of our computer lab to do research and complete projects on a whole class and individual basis. ELL students are encouraged to use the computer lab to practice and improve grammar/conventions usage at various sites designed specifically for ELLs
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Home language support is provided in our Free Standing ENL Program through the use of bilingual dictionaries, staff members and students who speak Spanish and other languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

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

19. What language electives are offered to ELLs?

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

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.)  
All school personnel, including subject area teachers, teachers of ELLs, school secretaries, speech teacher and guidance counselors will participate in both on- and off-site professional development throughout the school year. Our PD objectives for the 2015-16 school year are a) To align curriculum to the CCLS; b) Improve teacher effectiveness through the use of Danielson's Framework; and c) Improve academic performance with our lowest third. The PD topics planned for the first semester of the 2015-16 school year follow:

September 2015	Overview of the English Language Learner Policy & Reference Guide and LAP
October 2015	Infusing CCLS in Curriculum Maps & Lesson Plans, Ms. McNeal
November 2015	Differentiated Instruction
December 2015	Aligning Instruction with the CCLS
January 2015	Danielson's Framework for Teaching, Anthony Klug

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

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?  
PD are offered at the school by seasoned veterans of teaching ELL, all teachers of ELLs are given ample opportunities to take PDs offered specifically in helping ELLs transition to the new Common Core Standards. These PD offerings are provided by the English Language Learner Department of the DOE and other educational institutions. In addition, our affinity group, New Visions, offers staff and teacher development for working with ELLs taking Common Core exams
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Our Professional Learning Teams and guidance counselors assist ELLs as they transition from high school to college.
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.  
The Bronx Academy of Health Careers is committed to assisting all teachers in obtaining 15% of the the total numbers of hours required and 50% of total hours required for the ENL teacher in accordance with CR Part 154.2. In addition, to our on site ELL professional development work shops, all teachers are encouraged to participate in off site staff development offered by the Office of English Language Learners, NYC Department of Education. Our ELL Program Administrator maintains a record of ENL professional development hours completed by staff members towards satisfying the CR Part 154.2 mandate. Specifically she maintains a file consisting of agendas and attendance sheets from each in-house PD. If staff members attend an off-site ELL PD, they also present the ELL Program Administrator with an agenda, proof of attendance such as written verification by the workshop presenter, and a description of the workshop. Our ELL Program Administrator maintains a roster of staff members and indicates hours completed for each ELL PD. Certificates of completion are presented to staff members upon completion of the mandated hours. Copies are placed in the permanent file of each staff member, and the ELL Program Administrator maintains file in her office. As explained above, workshop topics will include the Common Core Learning Standards, technology, and high impact differentiated and academic language development strategies.

### 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?

For the first time during the course of the 2015-16 school year, we will make every attempt to meet with the parent of each of our ELLs beyond the mandated parent orientation and parent-teacher conferences. We will reach out to parents through letters in their preferred language and will ensure that we provide interpretation and translation by a qualified interpreter/translator as needed. At each meeting the ELL Program Administrator and Guidance Counselor will be present. We will record attendance at each meeting.

Since it is unlikely that we will be successful in getting the parent of every ELL to attend an annual individual meeting in person, we will also contact parents by phone and letters. (Question 2 below)

The records of all annual individual meetings will be maintained in the office of the ELL Program Administrator. (Question 2 below)

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. Response to #2 (space does not open after the question) - All signed documents are kept in individual folders in a secure location. In addition, parents are called and letters are sent in multiple languages about services provided for ELL parents and students. Furthermore, the school offers workshops and parent engagement sessions specifically for the parents of ELL students. Parents, including the parents of ELLs, are involved in our school through our Parents Association and School Leadership Team. Whenever parents call or come to our school, we have staff available for translation purposes. Should the need ever arise, we will utilize the services of the Translation and Interpretation Unit. Additionally, in conjunction with our ELL Saturday Academy, we offer five workshops for parents of ELLs. The workshops include: The English Language Learner Program Identification Process; Parents' Role in Preparing Students for the NYSESLAT; the Regents Exams: Is Your Child Prepared; Requirements for Promotion and Graduation; and a level 1 computer workshop: Using Microsoft Word.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with the community-based organization Good Will Industries which focuses on attendance improvement and drop out prevention (AIDP) and the Bronx Area Health Education Center. Additionally, we encourage the parents of ELLs to take advantage of resources and training on issues pertaining to ELLs offered by Mosholu Montefiore Community Center ELL Program. Some of the services offered include ENL and Civic classes, Working Together as a Team with Parents for your Child's Success in School, Food Stamp Assistance, and Legal Services Referrals.
5. How do you evaluate the needs of the parents? We evaluate the needs of our parents through feedback from parent surveys, feedback from parent representatives on our School Leadership Team, and individual feedback through our parent-teacher conferences and individual calls and visits to our school. At all parent-teacher conferences and whenever parents visit our school, we always have staff members available for translation. Should the need arise, we will use the services of the Translation and Interpretation Unit.
6. How do your parental involvement activities address the needs of the parents? We make every effort to address the needs expressed by parents collectively and individually. Based on feedback received through surveys, we are offering 5 workshops for parents of ELLs as discussed in Question 3 above. At all parent conferences and workshops, we make a concerted effort to have translators available in the languages spoken by the parents. Finally, our goal is to ensure that our school tone is always welcoming to all our parents.

### 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.

N/A



**School Name: Bronx Academy of Health Career**

**School DBN: 11X290**

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)
Dawn Santiago	Principal		10/30/15
Arlene McNeal	Assistant Principal		10/30/15
N/A	Parent Coordinator		10/30/15
Neisha Hamilton	ENL/Bilingual Teacher		10/30/15
S. Furye	Parent		10/30/15
Hilana Ezekiel/ELA	Teacher/Subject Area		10/30/15
Christopher Andrew/ELA	Teacher/Subject Area		10/30/15
N/A	Coach		10/26/15
N/A	Coach		10/26/15
Marise Kinyon	School Counselor		10/30/15
Juan Mendez	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		10/26/15
	Other _____		10/26/15
	Other _____		10/26/15
	Other _____		10/26/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 290**      **School Name: Bronx Academy of Health careers**  
**Superintendent: Juan Mendez\***

### 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](http://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

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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.

The data used to assess the language preferences for both written and oral communication are taken from the the Parent's Preferred Language Form, the Home Language Identification Survey (HLIS), and the RLAT (Report of Students Eligible for the NYSESLAT). In addition, parents are asked at orientation meetings and events throughout the year such as financial aid workshops, and parent teacher conferences in which language they prefer to receive information.

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 preferred languages listed include Spanish, Bengal, Urdui, Arabic and Wolof. Spanish is the most common language indicated.

## Part B: Creating a Communications Calendar

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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.)

The documents translated by our school include parent and student newsletters, e-mails, information on Skedula, school calendars, handbooks, automated phone calls etc. These documents are distributed to parents periodically throughout the year.

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.

During the school year, staff will meet with parents at parent teacher conferences occur in October and, ESL parent summits, Senior preparation days, financial aid workshops, parent orientations, and during set weekly teacher parent meeting times held each Wed.

## Part C: Providing Language Assistance Services

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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.

Written translation is provided by online sources, fluent staff members who speak the same language as the parents, and by utilizing posted translated materials on the NYCDOE website. We ensure timely provision of services by maintaining accurate records in ATS submitting documents in a timely fashion to have them translated for parents. In addition, the LAC oversees any requests made by parents for translated material.

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.

For oral translations, we utilize the services of staff members who speak the languages spoken by our parents. In addition we request the assistance of the Translation and Interpretation Unit phone services for low incident languages.

## Part D: Training Staff on Policies and Procedures

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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.)

All staff were informed of the interpretation services during a staff PD. In addition, all were sent the interpretation handbook, and a direct link to the interpretation webpage where they can access services in their work account.

## Part E: Providing Notice of Language Assistance Services

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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 school utilizes the translation services of the DOE for flyers and posters. Furthermore, translated documents of items are downloaded from the DOE webpage and distributed to parents. Parents are given documents that contain links to the translation website, and are informed by teachers and staff at all parent attended events.

## Part F: Monitoring and Quality Control

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

Parent surveys are given to determine areas of growth and areas where additional supports are needed. We also gather feedback through in person communications at open school events and various in house activities which parents attend throughout the year.