2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: BRONX HEALTH SCIENCES HIGH SCHOOL

Principal: MIRIAM RIVAS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

| School Name: Bronx Health Sciences High School. | School Number (DBN): 11X249 |
| BDES Code: 32110001249 |
| Grades Served: 9-12 |
| School Address: 750 Baychester Ave. Bronx, New York 10475 |
| Phone Number: 718-904-5450 | Fax: 718-904-5451 |
| School Contact Person: Miriam Rivas | Email Address: mrivas@schools.nyc.gov |
| Principal: Miriam Rivas |
| UFT Chapter Leader: Emily Shoup |
| Parents’ Association President: Naomi Delvalle |
| SLT Chairperson: Maudi Rodriguez |
| Title I Parent Representative (or Parent Advisory Council Chairperson): Naomi Delvalle |
| Student Representative(s): Emelin Delvalle Raylin Laguna |
| CBO Representative: N/A |

District Information

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

Field Support Center (FSC)
FSC: BRONX

Executive Director: JOSE RUIZ

Executive Director’s Office Address: 1230 ZEREGA AVE BRONX, NEW YORK, 10462

Executive Director’s Email Address: JRUIZ2@SCHOOLS.NYC.GOV

Phone Number: 718-828-7776

Fax: 718-828-3113
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miriam Rivas</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Emily Shoup</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Noami Delvalle</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Jenny Cotto</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Noami Delvalle</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Emelina Delvalle</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Raylin Laguna</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Nicole Maggio</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Erica Vargas - Catucci</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Naomi Delvalle</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Evelyn Rivera</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>William Anianwu</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Shyril Chapman</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Anthony Cooper</td>
<td>Member/Teacher</td>
<td></td>
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<td>Member/</td>
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<td>Member/</td>
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</tbody>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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

The Six Elements of the Framework for Great Schools

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. **What is your school’s mission statement?**

   Bronx Health Sciences High School (A College Preparatory School), part of the mini school initiative, was established in 2004 in partnership with Lehman College. “Our mission is to create an environment that fosters critical and creative learning, respect and tolerance to ensure that all students set and are held to high standards, and achieve academic excellence.” We seek the development of young adults equipped with the necessary literacy and scientific problem solving skills to become lifelong learners while gaining a sense of personal and community responsibility. We envision students capable of meeting and exceeding the academic, social, and emotional standards that will allow them to complete high school and to succeed in college and professional careers. We will achieve our mission by involving
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

3. Describe any special student populations and what their specific needs are.

All student populations are special as all students require individualized planning for optimal success. However, we look to address the strengths and needs of the SpEDs, the ELLs, and the academically gifted or high performing students. Largely these students need to be challenged and supported in building stronger literacy foundations and academic success.

4. Identify 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 school’s strengths include: 1) a consistent and strongly communicated focus on high academic achievement and character development for all students, 2) an interdisciplinary approach across all content areas, 3) health theme infusion across all subject areas, 4) literacy building course for ninth graders 5) timely outreach to parents regarding attendance, lateness, academics, behavior, and special concerns, 6) after-school collaboration with Morris Heights Health Center to build student capacity and resilience, and 7) the Big Brother / Big Sister initiative sponsored by the Student Government. These strengths, among others, have earned the school a high graduation rate as well as a high college acceptance. In response to the introduction of the Common Core Learning Standards, the new N.Y.S. Common Core Regents, and the new teacher evaluation guidelines; much work has gone into each area and much progress has been made in terms of: curricula alignment, research based teaching and learning practices, infusion of literacy across the content areas, and targeted analysis of student data. Moving forward these same areas persist in being focal points of reflection and revision for continued growth and development. In addition; further capacity building, around teacher leadership, teacher teams, and strategic classroom performance tasks and /or activities for diverse learners are goals for this academic year.
## School Demographics and Accountability Snapshot for 11X249

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>315</td>
<td>No</td>
</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>15</td>
<td>28</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Free Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.0%</td>
<td>68.6%</td>
<td>7.0%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2%</td>
<td>49.2%</td>
<td>32.7%</td>
<td>8.3%</td>
<td>4.1%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

### Years Principal Assigned to School (2018-19)

<table>
<thead>
<tr>
<th>No. of Assistant Principals (2016-17)</th>
<th>% of Teachers with No Valid Teaching Certificate (2014-15)</th>
<th>% Teaching Out of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6%</td>
<td>3.6</td>
</tr>
</tbody>
</table>

### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YES = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Multi-Racial</th>
<th>Limited English Proficient</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Multi-Racial</th>
<th>Limited English Proficient</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Recognition</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Multi-Racial</th>
<th>Limited English Proficient</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Multi-Racial</th>
<th>Limited English Proficient</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

### Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>Multi-Racial</th>
<th>Limited English Proficient</th>
<th>ALL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Rigorous Instruction: Academic program strengths as evidenced by school assessments, courses, curricula, lesson plans, observations, student work, and student data (transcripts, scholarship reports, regents results, rate of promotion, graduation rate).</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Focus on high academic expectations for all students as communicated through parent / student handbook, school-wide student contract, classroom expectation postings &amp; rubrics, frequent student conferences, and progress reports.</td>
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<tr>
<td>● An interdisciplinary approach across all content areas in support of making connections and foster deeper understanding of subject.</td>
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<tr>
<td>● Literacy building course for ninth graders in support of building skills needed for success in high school, college, and careers.</td>
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<td>● Required interdisciplinary written projects per semester.</td>
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<tr>
<td>● Curricula and lesson plans aligned to the Common Core Learning Standards. English / Literacy Common Core Learning Standards inclusion across content areas.</td>
</tr>
<tr>
<td>● Strategic planning for diverse student populations and student engagement around performance tasks and activities.</td>
</tr>
<tr>
<td>● Focus on academic rigor through teaching and learning practices as evidence through Danielson's competencies 3b,3c,&amp;3d [questions &amp; discussion, student engagement, and assessment]</td>
</tr>
<tr>
<td>● Participation in AP For All Cohort 2 and introduction of AP courses.</td>
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<tr>
<td>● Required fourteen health and science electives beyond core courses.</td>
</tr>
</tbody>
</table>

Priority Needs:
- A continued emphasis on classroom evidence of academic rigor through questions & discussion, student engagement, and assessment.

- A continued emphasis on the Common Core Learning Standards as applied to all aspects of student tasks and activities.

- A continued emphasis on differentiated performance tasks and activity designed to target diverse student populations.

- Implementation of AP courses.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

In order to increase access to rigorous courses, by June 2019, 3 additional Advanced Placement courses will be offered, resulting in a 20% increase in enrollment of 11th and 12th grade students in AP courses.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th></th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>1.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Principal, Assistant Principal, Teacher Leaders, and Teachers</td>
</tr>
</tbody>
</table>

1. During professional development teachers will be provided with key documents to promote discussion and professional growth in the areas of academic rigor, student engagement, AP for All, Access for All, College Readiness, and diverse learning styles [i.e.: Danielson’s Competencies Rubrics, Garner’s Multiple Intelligences, Webb's Depth of Knowledge, and Strategic Grouping].

2. During professional development teachers will organize into teams [i.e.: vertical teams / departmental teams, grade teams, and interdisciplinary teams].

3. During professional periods and common preps teachers will organize into Vertical Teams and / or Danielson Inquiry teams to gather low inference data in the classroom and then provide meaningful feedback to colleagues.

4. All team leaders will direct inquiry, data analysis, and feedback for their groups.

5. Low inference data collected will also be analyzed to describe school-wide trends and be used to inform professional development that supports AP for All, Access for All, and College Readiness.

6. Teachers share findings and plan next steps for professional development with opportunities to share best practices.

7. Five teachers will receive additional professional development through the AP for All (Cohort 2) and the College Board in the successful implementation of five A.P. courses.

8. By the end of this academic year five AP courses will be have been created and monitored (namely AP Calculus, AP English
Literature, AP English Composition, AP Biology, and AP US History).

<table>
<thead>
<tr>
<th>1. Identification and knowledge of diverse student populations.</th>
<th>Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</th>
<th>Sept. 2018 - June 2019</th>
<th>Principal, Assistant Principal, Guidance Counselors, Teacher Leaders and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Individual teacher and teacher team review of available student data from STARS, IEPs, ATS, and NYC Performance Tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Individual teacher and teacher team analysis of student work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identification of students' academic strengths and weakness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Development of student action plans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Development of strategic groups by teacher for content area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Development and implementation of challenging performance tasks aligned to the Common Core Learning Standards and AP For All, targeting diverse learning styles, and providing supportive resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Frequent and varied communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals providing informational dissemination regarding the new Common Core Learning Standards, changes to NYS Regents exams, AP courses, and college admittance.

2. Parents and students invited to actively participate in learning walks with teacher teams and subsequent debriefing (particularly members of the SLT /PA)

3. Use of contractual Parental Engagement Tuesdays for targeted outreach to parents and grade team conferences with parents.

4. Use of Jupiter Grades to communicate grades and student progress by subject to parent.

Activities that promote trust in the school community build on frequent communication, respectful exchange, positive feedback, celebrations of differences and similarities, recognition of achievement, and a safe environment.

Activities include:

- Diverse forms of outreach and communication between and among all members of the school community (students, teachers, parents, school support staff, and administration).

- Open door policy to speak with guidance and administration.
- Celebrations of student achievement [i.e.: Honor Roll, Principal's Breakfast, Induction Ceremony]
- Multicultural Celebration
- Respect for all celebration
- Anti - Bullying Awareness

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Ongoing outreach and communication between and among all members of the school community (students, teachers, parents, school support staff, and administration) will occur on a regular basis. Parents will be included through weekly Parental Engagement Tuesdays, parental online access to Jupiter Grades, guidance outreach and intervention, and quarterly newsletter.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Key personnel needed to implement this action plan include the Principal, the Assistant Principal, the Teachers, and the School Counselors. The implementation will be supported through the use of common preps, professional development, after-school per session activities, and the AP for All Cohort 2 resources.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

1. On an ongoing basis, administration and teacher teams will make use of common preps, professional development, and after-school meetings to analyze data that supports progress towards meeting the goals for both teachers and students.


**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Progress will be assessed through the data provided in STARS and the list of students identified for current and future AP courses.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Details</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Priority Needs:**

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

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the student government will provide student-driven/student guided presentations addressing central issues related to the Respect for All initiative, resulting in a 5% decrease in level 4 incidents, as evidenced by OORS data. |
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Oct. 2018 - June 2019</td>
<td>Principal, Assistant Principal, Teacher Leaders, Counselors, Teachers, and Student leaders / Student Government</td>
</tr>
</tbody>
</table>

1. Student government will meet weekly to discuss specific goals and strategies.

2. Student government will organize committees to implement specific goals aligned to specific topics such as Cyber-bullying, Respect for All, Self-esteem, etc...

3. Members of student government (and / or extended student volunteers / appointees) will conduct meaningful research around the chosen topic.

4. Students will develop strategies by which to disseminate information to students in the school.

5. Students leaders / student members / community based presenters / volunteers will implement plan.

6. Students / presenters will be supervised / monitored by teachers, counselors, and administration.

7. By end of the Fall Term, student government will have produced and / or implemented one school wide presentation as a midpoint benchmark.

1. Student government is an inclusive body with members of diverse grades, ages, gender, and special populations.
2. Special attention will be given to diversity and / or outreaching to diverse volunteers to participate in projects.

<table>
<thead>
<tr>
<th>Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</th>
<th>Government, Students</th>
</tr>
</thead>
</table>

1. Communication with parents (mailings, phone calls, e-mails, conferences, newsletter, and workshops).

<table>
<thead>
<tr>
<th>Parents, &amp; Students</th>
<th>Sept. 2018 – June 2019</th>
<th>Principal, Assistant Principal, Teacher, Student Government, Students</th>
</tr>
</thead>
</table>

2. Parent invitation to student presentations.

<table>
<thead>
<tr>
<th>Students</th>
<th>Sept. 2018 – June 2019</th>
<th>Principal, Assistant Principal, Teacher, Student Government, Students</th>
</tr>
</thead>
</table>

Activities that promote effective school leadership by building opportunities for students (and teachers) to develop leadership capacity in which students (with guidance) plan and implement school-wide presentations.

Activities include:

- Diverse forms of outreach and communication about the projects to all members of the school community (students, teachers, parents, school support staff, and administration).
- Self and Peer-evaluation
- Degree of student autonomy and discretion with projects
- Recognition / celebration of student responsible voice, organization, creativity, and products.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Ongoing outreach and communication between and among all members of the school community (students, teachers, parents, school support staff, and administration) will occur on a regular basis. Parents will be included through weekly Parental Engagement Tuesdays, positive guidance outreach, and quarterly newsletter.

Part 4 – Budget and Resource Alignment
**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Key personnel needed to implement this action plan include the Principal, the Assistant Principal, Teachers, School Counselors, and Student Leaders. The implementation will be supported through student meetings, professional development, preps, and after-school per session activities as needed.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<td>X</td>
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<td>SIG</td>
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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

1. On an ongoing basis, student government, advisor, and administration will make use of preps, professional development, and after-school meetings to analyze data that supports progress towards meeting this goal.

2. Late Feb. 2019 – Early March 2019 one (1) presentation will be used to measure the midpoint mark.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be assessed through 3% reduction in level 4 infractions by end of Fall Term.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.

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

1. Benefits of Danielson teams in promoting colleague to colleague trust and respect, intervisitations, professional growth, observations of best practices, and specific "glows & grow" feedback.

2. Low risk practice in the use of Danielson’s competency rubrics to evaluate effective teaching and learning practices in the classroom.

3. Team analysis of student work to develop actions plans for individual students.

4. Analysis and determination of school-wide needs.

5. Development of school-wide goals and action plans,

#### Priority Needs:

- Development of vertical teams to meet the goals of AP for All / College Readiness
- Continued development of teacher teams with focus on inquiry and targeted populations.
- Continued focus on student work to identify needs, strengths, and implement action plan.
- Continued best practices and strategies share out at PD.
Continued focus on teacher / teacher team led PD

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, vertical teacher teams by core subject areas will continue to target the development and alignment of skills and strategies to promote access for all students to higher level courses and college readiness levels, as evidenced by a 5% increase (from 80% to 85%) in the number of students earning 10 or more credits.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, students</td>
<td>Sept. 2018 – June 2019</td>
<td>Principal, Assistant Principal, Teacher Leaders, and Teachers</td>
</tr>
<tr>
<td>Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students.</td>
<td>Sept. 2018 – June 2019</td>
<td>Principal, Assistant Principal, Teacher Leaders, and Teachers</td>
</tr>
<tr>
<td>Parents, Students</td>
<td>Sept. 2018 – June 2019</td>
<td>Principal, Assistant Principal, Teacher Leaders, and Teachers</td>
</tr>
</tbody>
</table>

1. Vertical teacher / teacher teams will meet during professional periods to discuss AP for All / College Readiness goal and target population.

2. Vertical teacher / teacher teams will research specific instructional strategies.

3. Teams will use professional periods to collect, observe, analyze, evaluate student data, and develop action plans.

4. By end of Fall Term, as midpoint benchmark, teacher teams will share strategies and school wide progress towards increased student achievement.

1. The vertical teams will target students in special populations.

2. The vertical teams will identify skills and content needs and strengths in the special populations.

3. The vertical teams will target development and implementation of multiple entry points for student access to AP courses.

1. Frequent communication with parents (mailings, phone calls, e-mails, orientations, parent handbook, conferences, and workshops) regarding educational goals. Providing informational dissemination regarding targeted student progress.
2. Use of contractual Parental Engagement Tuesdays for targeted outreach to parents and grade team conferences with parents.

3. Use of Jupiter Grades to communicate grades and student progress by subject to parent.

Activities that promote collaboration among diverse colleagues build on opportunities for teams to communicate, identify areas of needs, identify goals, and develop research-based action plans.

Activities include: Teacher Teams engaged in

- research-based inquiry
- analysis of student work
- development of actions plans for department and for individual students
- intervisitations
- professional development

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Sept. 2018 – June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal, School Counselors, Teacher Leaders, and Teachers</td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Ongoing outreach and communication between and among all members of the school community (students, teachers, parents, school support staff, and administration) will occur on a regular basis. Parents will be included through weekly Parental Engagement Tuesdays, parental online access to Jupiter Grades, guidance outreach and intervention, and quarterly newsletter.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Key personnel needed to implement this action plan include the Principal, the Assistant Principal, Teachers, and School Counselors. The implementation will be supported through the professional development, preps, and after-school per session activities.

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

| X | Tax Levy | X | Title I SWP | || || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| X | C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other
### 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.

1. On an ongoing basis teacher teams and administration will make use of preps, professional development, and after-school meetings to analyze data that supports progress towards meeting this goal.

2. By Feb. 2019, there will be a 3% increase in the number students making progress towards 10 credits or more.

### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.

Progress will be assessed through the use of marking period grades, teacher assessments / feedback, and available Stars data.

### Part 5c.
In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

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

Priority Needs:

- Continued development of teacher as leaders
- Continued infusion of teacher led professional development
- Continued sharing of research based strategies for best practices and student achievement at PD
- Continued focus on student work to identify needs, strengths, and implement of school wide priorities
- Building student capacity as positive stakeholders and leaders in their school community as well as their global community.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2019, in alignment with the vision of AP for All, 100% of the students taking the Advanced Placement courses will be expected to take the College Board A.P. Exams. Students will receive support to successfully meet this goal through academic interventions such as after-school tutoring, peer tutoring, and the AP for All Cohort 2 scheduled Saturday tutoring support.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
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</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Teachers | Dec. 2018–June 2019 | Principal, Assistant Principal, Teacher |
| 1. Vertical teacher teams will use available data to identify skills necessary for successful student inclusion in and successful completion of the AP courses. |  | Feb. 2019 (Benchmark) |  |
| 2. Vertical teacher teams will identify content area (i.e: academic vocabulary) necessary for successful student completion of AP courses. |  |  |  |
| 3. Vertical teams (as well as other teacher teams) will collaboratively target strategies to build student competencies supporting success in AP courses. |  |  |  |
| 4. Vertical teams (as well as other teacher teams) will develop action plans that support the AP courses, the teachers, and the students. |  |  |  |
| 5. Implementation of supportive services such as after-school tutoring / Saturday tutoring, . | Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students. | Sept. 2018 - June 2019 | Principal, Assistant Principal, Teacher Leaders, Counselors, Teachers and Student Leaders |
| 1. School-wide initiative to build a culture of AP for All, Access for All, and College Readiness for all students. |  |  |  |
| 2. Creation of a referral ladder, based on Identification of students' needs and strengths, for different points of entry into the AP for All track. |  |  |  |
3. Creation of Pre-AP courses to provide focused support in the development of skills and content.

4. Targeted outreach to motivate and develop student interest in the AP courses.

1. Communication with parents (mailings, phone calls, e-mails, conferences, newsletter, and workshops) regarding AP for All, Access for All and College Readiness.

2. Parents and students invited to participate in workshops.

Activities that promote trust in the school community build on frequent communication, respectful exchange, positive feedback, celebrations of differences and similarities, recognition of achievement, and a safe environment.

Activities include:

- Diverse forms of outreach and communication about AP for All, Access for All, and College Readiness to all members of the school community (students, teachers, parents, school support staff, and administration).

- Recognition / celebration of students enrolled in AP courses as well as those in transition to AP courses.

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**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Ongoing outreach and communication between and among all members of the school community (students, teachers, parents, school support staff, and administration) will occur on a regular basis. Parents will be included through weekly Parental Engagement Tuesdays, parental online access to Jupiter Grades, guidance outreach and intervention, and quarterly newsletter.
Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Key personnel needed to implement this action plan include the Principal, the Assistant Principal, the Teachers, School Counselors, and Student Leaders. The implementation will be supported through the professional development, preps, and after-school per session activities.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X | C4E | || 21st Century Grant | || SIG | || 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.

1. On an ongoing basis, teachers, counselors, and administration will make use of preps, professional development, and after-school meetings to analyze data that supports progress towards meeting this goal.

2. Late Feb. 2019 – Early March 2019, 80% of the AP students will be involved in supportive services such as after-school tutoring, Saturday tutoring, and / or peer tutoring.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Progress will be assessed through the data provided from the vertical teams (such as varied assessments), marking period grades, and tutoring logs.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

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

Priority Needs:

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

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, quarterly editions of a school newsletter will be published and distributed to the faculty, students, and parents targeting four voices of the school community (Students, Parents, Teachers, Community Partners) thus strengthening communication, resulting in a 5% increase (from 23% to 28%) in the parent response rate on the school learning survey.

2018-19 CEP
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

1. Continuation of newsletter committee with teacher advisor and students.
   - Members of the school community will be asked to participate by providing interviews, resources, and/or articles.
   - Gathering data and organizing the materials for the newsletter.
   - By Feb. 2019 two editions of the newsletter will have been published.

   **Target Group(s):** Teachers, Counselors, Parents, Students, Community partners
   **Timeline:** Sept. 2018 - June 2019
   **Key Personnel:** Principal, Assistant Principal, Teacher, and Students

2. Inclusion of students in diverse grades, as well as of diverse ages, gender, and special populations.
   - Special attention to including and/or outreaching to diverse volunteers to participate in project.
   - Inclusion of diverse members of the school community in participating in project

   **Target Group(s):** Diverse populations such Special Education, ELL/ESL students, students performing in the lowest third, and special aptitude students
   **Timeline:** Sept. 2018 - June 2019
   **Key Personnel:** Principal, Assistant Principal, Teacher, and Students

3. Use of the SLT/PA to disseminate information and/or engage other parents or community members.
   - Use of newsletter to communicate, clarify & support instructional goals, to celebrate student & school achievement, and provide relevant information.

   **Target Group(s):** Parents, Students, Community partners
   **Timeline:** Sept. 2018 - June 2019
   **Key Personnel:** Principal, Assistant Principal, Teacher, and Students
Activities that promote strong family and strong community ties are enriched through clear communication, dissemination of information & opportunities and celebration.

Activities include:

- Continued use and implementation of a school newsletter
- Identifying and encouraging diverse members of the school community to contribute to the school newsletter

| Teachers, Counselors, Parents, Students, Community partners | Sept. 2018 - June 2019 | Principal, Assistant Principal, Teacher, and Students |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Morris Height Health Center (school based), Lehman College, Mercy College, Monroe College, Health Related Communities partners.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Key personnel needed to implement this action plan include the Principal, the Assistant Principal, Teacher(s), and Students. The implementation will be supported through student meetings, professional periods, preps, and after-school per session as needed.

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

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

### 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.

1. The newsletter team will make use of preps and after-school meetings to implement and support progress towards meeting this goal.


3. By late Feb. 2019, two (2) editions of the newsletter will be published.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be assessed through a 5% increase in the parent response rate on the school learning environment survey.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students. Parental request.</td>
<td>Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School</td>
<td>ŠServices delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</td>
<td>ŠServices provided during school day and after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams.</td>
<td>Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School</td>
<td>ŠServices delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</td>
<td>ŠServices provided during school day and after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students. Parental request.</td>
<td>Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</td>
<td>Services provided during school day and after school</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students.</td>
<td>Regents Prep Classes, Credit Recovery, Tutoring, Peer-tutoring, Independent Study, Course Auditing, and PM School Services delivered in whole-class course, one-to-one peer tutoring, small group tutoring, or one-to-one advisory</td>
<td>Services provided during school day and after school</td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students performing below academic standards as identified by individual teachers, teacher teams, or guidance referrals. Student with poor attendance or excessive lateness. Students with low or failing subject grades. Students failing Regents Exams. Students with poor work quality. Special Needs students. Parental request.</td>
<td>Individual &amp; Group Counseling, College / Career Awareness, Academic / Behavioral Intervention, Parental Outreach &amp; Conferencing, Academic Awareness and Goal Setting, Conflict Resolutions, Referrals to supportive agencies as needed.</td>
<td>Services delivered in small groups, one-to-one, parent / student conferences, logs</td>
<td>Services provided during school day and after school</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   **Current data indicates 27 students in temporary housing.**

2. Please describe the services you are planning to provide to the STH population.

   These students will be provided confidential outreach, guidance, and support services in the form of (but not limited to) one to one counseling, counseling / agency referrals as needed, school supplies, school uniform, academic intervention as needed, and parental support.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   **N/A**

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Highly Qualified Teachers are hired, supported, and encouraged to continue to grow by: 1) Promoting a culture of shared belief in excellence and peer support. 2) Promoting clear communication of school’s mission and professional expectations. 3) Developing a culture of positive feedback and sharing of best practices. 4) Highlighting professional development that targets teacher growth, curricula development, and student awareness. 5) Recognizing teacher achievement and professional growth. 6) Engaging teachers in a cycle of peer feedback. 7) Promoting leadership in teams and professional development. 8) Using NYCDOE sites such as New Teacher Finder, NYC Teaching Fellows, Open Market, etc... to identify HQT candidates to interview and hire. 9) Participating in the diverse hiring fairs opportunities offered.

2b. High Quality and Ongoing Professional Development

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$224,742.00</td>
<td>X</td>
<td>Sections 5a, 5b, 5c, 5d, 5e</td>
</tr>
</tbody>
</table>
Title II, Part A
Title III, Part A
Title III, Immigrant
Tax Levy (FSF)

<table>
<thead>
<tr>
<th>Title II, Part A</th>
<th>Federal</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>2,072,140.00</td>
<td>X</td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement 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 and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bronx Health Sciences High School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**Support for Parents and Family Members of Title I Students**

**Bronx Health Sciences High School** will support parents and families of Title I students by:

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

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
 ● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

 ● 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;

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**Encouraging School-Level Parental Involvement**

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

 ● holding an annual Title I Parent Curriculum Conference;

 ● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

 ● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

 ● supporting or hosting Family Day events;

 ● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

 ● encouraging more parents to become trained school volunteers;

 ● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

 ● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

 ● providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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**School-Parent Compact (SPC)**

**Bronx Health Sciences High School**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student
achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
## II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

- share responsibility for the improved academic achievement of my child;

## III. Student Responsibilities

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>249</td>
</tr>
</tbody>
</table>

School Name: Bronx Health Sciences High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Miriam Rivas</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Maudi Rodriguez</td>
</tr>
<tr>
<td>Coach</td>
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<tr>
<td>ENL/Bilingual Teacher</td>
<td>Michele Ehrlich/ESL/ELA</td>
</tr>
<tr>
<td></td>
<td>Patricia Zambrano/Biling</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Judith Alvarez</td>
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<tr>
<td></td>
<td>Noemi Estremera</td>
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<tr>
<td>Teacher/Subject Area</td>
<td>Erica Vargas/ELA</td>
</tr>
<tr>
<td></td>
<td>Naomi Delvalle</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Michele Ehrlich/ESL/ELA</td>
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<td></td>
<td>Parent Coordinator</td>
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<tr>
<td>Related-Service Provider</td>
<td>Nicole Maggio/SPED/ELA</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Superintendent</td>
<td>Carron Staple</td>
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<tr>
<td>Other (Name and Title)</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers holding both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>School Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

In order to identify ELLs and potential ELLs at Bronx Health Sciences H.S., the HLIS is given to all students new to the system. This will identify any students eligible for the LAB-R. The HLIS is given to the parents by the Principal and/or Assistant Principal. The initial oral interview is conducted by the administrators and/or guidance counselor. The ELA teacher also gives a baseline assessment for all classified ELLs. The data gathered from this assessment is given to the Literacy teachers as well to help implement the necessary services that the student needs. The ESL teacher/coordinator administers and submits the LAB-R for all eligible students. Anyone who tests in is designated an ELL. Similarly, students who may be ELLs but were never tested are often identified by fellow teachers who have concerns about students. If a student’s HLIS indicated that they were eligible to receive services, they are tested. When the NYSESLAT is to be administered, students are scheduled by the Assistant Principal to be in a secure room. The ESL teacher/coordinator administers each component of the test. The Listening, Reading,
and Writing tests are administered first, in that sequence, and the Speaking is administered individually, usually before the other three components. A block of two 50-minute periods is reserved for each test, with a third period extension available for those who need to finish. Paste response to questions here:

2. What structures do you have in place to support this effort?
   A. The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.
   B. The program models are block for the freshmen, and heterogeneous mixed for upperclassmen.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   By looking at students’ scores on Regents, NYSESLAT, and other standardized tests throughout the year, we are able to evaluate progress of students. We also make adaptations as needed.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Teacher teams review summative data for future subject planning alongside the ESL and ELA teachers. This will ensure that all of the needs of the students are met.

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

   # 1: RtI for ELLs – An Overview
   # 2: RtI Infrastructure – Coordinating a Team and Organizing Stakeholders
   # 3: Strong Core Instruction for ELLs – Tier 1
   # 4: Serving Struggling ELLs – A Step-by-Step Approach
   # 5: Assessment and Evaluation for Special Education – Tiers 2 and 3

   The foundation of RtI for ELLs is high-quality core, or Tier 1, instruction focused on promoting language and literacy development. Only once a rigorous, effective instructional core is in place—one that targets the student population’s needs on a daily basis as part of a long-term plan—can we begin to build interventions that will serve as truly supplemental and supportive instruction. Unfortunately, some ELLs are taught in contexts with insufficient opportunities to learn; this kind of environment is also known as a — disabling context || (see Tiers 2, 3). To prevent such inadequate learning opportunities, strong core instruction must be the norm. This guide provides a reference for instructional strategies that support differentiated, Tier 1 instruction to promote ELLs’ literacy development.

   The guide focuses specifically on:
   developing different key domains of literacy, to support competencies in reading, writing, listening, and speaking
   presenting instruction that makes direct and appropriate connections to ELLs’ community values, identities, and languages

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

   Part I. Key Literacy Domains
   Oral Language: The Underpinning of Learning and Knowledge
   Why this focus?
   Core literacy instruction should build on and expand students’ existing oral language competencies to support literacy learning and content knowledge. We know from research that English oral language proficiency is closely related to academic achievement in English. Without well-developed oral language, ELLs cannot readily handle the language and knowledge demands

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
   Patterns in NYSESLAT scores reveal reading and writing are the areas students have the most trouble with, while speaking develops more rapidly.
   Patterns in the different modalities will inform instruction by signaling areas that need to be focused on in class. More writing and reading practice will be emphasized, while encouraging further development of listening and speaking. Paste response to question here:
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Findings are identified in teams and brought to administration for proper programming of the students.

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   a. Freestanding ENL program.
      The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.
      The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.

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

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

   b. TBE program. **If applicable.**
      N/A

   c. DL program. **If applicable.**
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

      Part 154 Requirements for English as a New Language*, Grades 9 to 12
      
      Levels (as of 2015-16 SY)    Total # Minutes ENL    Breakdown of Total # Minutes ENL
      Minimum # minutes standalone ENL    Minimum # minutes integrated ENL    Flexibility: Minimum # minutes standalone OR integrated ENL (with ELA or any other content area)
      Beginner / Entering 540 180 180 integrated ENL/ELA 180
      Low Intermediate / Emerging 360 90 180 integrated ENL/ELA 90
      Intermediate / Transitioning 180 0 90 integrated ENL/ELA or other content area 90
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you 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

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

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

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

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

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

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

   For newly proficient ELLs, they remain in mainstream classes but are closely monitored and offered tutoring and extra help as needed. Open communication about students’ individual needs between faculty and staff makes this possible.
For the upcoming school year, new programs being implemented are clubs for students to become part of, such as a chess club and writing club. There are also smaller classes to target students who need extra help.

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

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

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

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

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

   To help our ELLs attain the high standards we have set together, to succeed in their classes, and to master city-wide and state assessments, we offer after school tutoring, as well as preparation for Regents examinations in Regents classes. Furthermore, at BHS we have 50-minute long class periods which are in the form of block-scheduling. This allows the teachers and students to form more meaningful relationships with one another.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

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

10. If you had a bilingual program, what was the reason you closed it?

    N/A

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

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

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

    Professional development on scaffolding techniques and differentiated learning, with a focus on ELLs;
    ⚫ Parent workshops;
    ⚫ Extended after school tutoring across the content areas;
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

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

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

ELLs are offered extra tutoring services after school with the 9th grade ELA teacher. The students are also offered supportive help during lunch periods as well. Mentors are assigned to each of the ELL students.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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

Parent workshops;

Extended after school tutoring across the content areas;

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

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

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

ELLs are offered extra tutoring services after school with the 9th grade ELA teacher. The students are also offered supportive help during lunch periods as well. Mentors are assigned to each of the ELL students.

17. What language electives are offered to ELLs?

Medical Spanish and literacy is offered.

18. 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
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 and non-pedagogic staff.) 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?

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

- Professional development on scaffolding techniques and differentiated learning, with a focus on ELLs;
- Parent workshops;
- Extended after school tutoring across the content areas;
- Cooperative learning, in the form of team teaching, between content area science teachers and the ESL teacher and;
- Interdisciplinary projects which involve ELLs and ALL students in activating prior knowledge and engaging in higher order thinking through hands-on learning.

2. 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.

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

Parental Involvement

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

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

Additional Information

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

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

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

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Miriam Rivas, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miriam Rivas</td>
<td>Principal</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Maudi Rodriguez</td>
<td>Assistant Principal</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent Coordinator</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Patricia Zambrano</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naomi Delvalle</td>
<td>Parent</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Erica Vargas-Catucci</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Patricia Zambrano</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judith Alvarez</td>
<td>School Counselor</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Carron Staple</td>
<td>Superintendent</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Julia Taylor</td>
<td>Field Support Center Staff Member Bronx</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Nicole Lauler</td>
<td>Other SPED teacher</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>Michele Ehrlich</td>
<td>Other ESL/ELA Teacher</td>
<td></td>
<td>9/1/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele</td>
<td>Ehrlich</td>
<td>ESL/ELA Teacher</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   There are many means of

   Patterns in NYSESLAT scores reveal reading and writing are the areas students have the most trouble with, while speaking develops more rapidly.
Patterns in the different modalities will inform instruction by signaling areas that need to be focused on in class. More writing and reading practice will be emphasized, while encouraging further development of listening and speaking.

ESL Program Patterns

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

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

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

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following information was given to both the students and parents in both English and their native language.</td>
<td></td>
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</tr>
<tr>
<td>The organizational model of instruction for ELLs is push-in and co-teaching with ELA classes.</td>
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<tr>
<td>The program models are block for the freshmen, and heterogeneously mixed for upperclassmen.</td>
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<td></td>
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<tr>
<td>Organization of staff</td>
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<tr>
<td>In our program model of ESL, the content area teachers and ESL teacher work closely together in a collaborative manner to deliver instruction. The students receive the</td>
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</tbody>
</table>
mandated amount of instructional minutes, or more, according to this system. All students receive these services through co-teaching with an ELA teacher, push-in, and pull-out services (as needed).

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

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
### NOTIFICATION REQUIREMENTS

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

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

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

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

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronx Health Sciences HS will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child’s language development progress, their child’s English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child’s language development in all content areas in English and in the child’s home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Bronx Health Sciences determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Our school will record attendance using existing procedures.</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

---

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

---

**Part D: Providing Notice of Language Assistance Services**
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

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

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

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

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

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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

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

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