2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 11X290
School Name: BRONX ACADEMY OF HEALTH CAREERS
Principal: DAWN SANTIAGO
School Comprehensive Educational Plan (SCEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Bronx Academy of Health Careers</th>
<th>School Number (DBN):</th>
<th>11x290</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>321100011290</td>
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</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>800 East Gun Hill Road, Bronx, NY 10467</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-696-3340</td>
<td>Fax: 718-696-3380</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Dawn Santiago</td>
<td>Email Address: <a href="mailto:DSantiago3@schools.nyc.gov">DSantiago3@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Dawn Santiago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Samuel Matthews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>LeidySierra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Noel Lawson</td>
<td></td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>CynthiaCastro</td>
<td></td>
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</tr>
<tr>
<td>Student Representative(s):</td>
<td>Vanessa Bedford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AlyssiaLaza</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>11</th>
<th>Superintendent:</th>
<th>Richard Cintron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>335 Adams Street, Room 510</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooklyn, NY 11201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:RCintro@schools.nyc.gov">RCintro@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-923-5124</td>
<td>Fax: 718-923-5145</td>
<td></td>
</tr>
</tbody>
</table>
Field Support Center (FSC)

Affinity Group

Executive Director: Alexandra Anormaliza

Executive Director’s Office Address:
131 Livingston Street, Brooklyn, NY 11201

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Phone Number: 718-935-5618
Fax: 718-935-2246
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>Dawn Santiago</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Samuel Matthews</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Leidy Sierra</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Diana Johnson</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Cynthia Castro</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Vanessa Bedford</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Alyssia Laza</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Noel Lawson</td>
<td>Member/UFT Teacher /SLT Chair</td>
<td></td>
</tr>
<tr>
<td>Neisha Hamilton</td>
<td>Member/ UFT 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>Becky Fermin</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Mariana Moysen</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Christalshaw</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Destiny Taylor</td>
<td>Member/ Student</td>
<td></td>
</tr>
<tr>
<td>Tita Hicks</td>
<td>Member/Student</td>
<td></td>
</tr>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

**NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

1. What is your school’s mission statement?

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

We provide our students with a safe and supportive environment in which students can grow and realize their potential for success.

Through the use of sound educational practices supported by mentoring, collaboration, and exposure to various careers and pre-college experiences, we will enable students to graduate from high school and successfully transition to post-secondary institutions and be involved in their communities.

We use social and emotional learning to further build a positive school culture which fosters a more resilient and coherent school community geared towards the rigors of college and career readiness.

Staff, community, and parents will collaborate to ensure that our students receive the necessary supports and resources they need to succeed to become stewards of good health care.

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.

To ensure that students receive exposure to the vast areas of health care, we have several partnerships including with Montefiore School Health Clinic and Montefiore Medical Center, Fordham University, and the Mentoring in Medicine Program. In addition, to support college and career readiness, we have partnered with CUNY Collaborative Programs including College Now. We are an AP for All and College Access for All school, programs associated with Equity and Excellence for All initiatives. We have added NYU College Advising Corps to further promote college and career readiness and access.

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

- Students are College Ready
- Students are provided with a positive and supportive classroom and school culture
- Instructional practices provide rigor and support all student learning
- Teachers collaborate and support one another and the school
- Families are involved in student success and college access

To support our goals our instructional focus is on writing and analyzing informational texts, collaborative learning, discussion, and catering to the needs of diverse learners.

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

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

Bronx Academy of Health Careers services students in grades nine through twelve. Our student population is comprised of approximately 13% English Language Learners and 22% Special Education students. English Language Learners need additional supports in language acquisition in all content areas and Special Education students need additional supports including those in the classroom and after school to ensure more time to master content.
Resources needed include access to technology, text of varying levels and in various languages, and opportunities for small group instruction.

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.

Our most recent Quality Review indicates, our school has progressed in ensuring high expectations and standards and rigor in classrooms as students are engaged in collaborative learning experiences and writing across the curriculum. The 2017 Framework for Great Schools report indicates our school has interesting and challenging curriculum, high expectations, and collaboration with the school community including teachers, parents, and students. We have continued to increase graduation rates, credit accumulation, and college readiness. We are focused on decreasing the gap between graduation and college readiness.

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

- Further vertical alignment of instruction with a focus on skills to further improve writing and give students feedback.

- Strategic and differentiated approaches to support student success based on student needs.

- Improving instruction with varied Professional Learning opportunities for staff.

- Collaborative efforts with teachers, staff, administrators, students, parents, and the community to celebrate accomplishments, offer supports and resources, and promote further student success.

- Creating a welcoming inclusive setting for all involved in promoting success of students and social and emotional well-being.

Our school is focusing on building a more supportive environment for students by focusing their social and emotional needs through staff training on restorative practices, collaborative problem solving, and crisis intervention. In addition, more student voice is being used to make informed decisions to support student success. In addition to surveys, students have the opportunity to participate in Town Halls, Student Council, Campus Council, and the School Leadership Team.
School Demographics and Accountability Snapshot for 11X290

**Grade Configuration (2018-19):** 09,10,11,12

**Total Enrollment (2017-18):** 395

**SIG Recipient (Y/N):** No

**English Language Learner Program (2018-19):** N/A

**Transitional Bilingual:** N/A

**Dual Language:** N/A

**Self-Contained English as a Second Language:** N/A

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

- # Special Classes (ELA): 34
- # SETSS (ELA): 37
- # Integrated Collaborative Teaching (ELA): 105
- # Special Classes (Math): 35
- # SETSS (Math): 33
- # Integrated Collaborative Teaching (Math): 95

**Types and Number of Special Classes (2018-19):**

- # Visual Arts: N/A
- # Music: 5
- # Dance: N/A
- # CTE: N/A

**School Composition (2017-18):**

- **% Title I Population:** 80.0%
- **% Free Lunch:** 77.7%
- **% Limited English Proficient:** 13.9%
- **% White:** 2.5%
- **% Hispanic or Latino:** N/A
- **% Black or African American:** N/A
- **% Asian or Native Hawaiian/Pacific Islander:** N/A
- **% Multi-Racial:** 1.8%

**Racial/Ethnic Origin (2017-18):**

- **% American Indian or Alaska Native:** 0.8%
- **% Hispanic or Latino:** 53.9%
- **% Asian or Native Hawaiian/Pacific Islander:** 4.3%
- **% White:** 2.5%
- **% Multi-Racial:** 1.8%

**Years Principal Assigned to School (2018-19):** 6.1

**% of Teachers with No Valid Teaching Certificate (2015-16):** 24%

**% Teaching with Fewer Than 3 Years of Experience (2014-15):** 12%

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

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A

**Science Performance at levels 3 & 4 (4th Grade) (2016-17):**

- N/A
- N/A

**Science Performance at levels 3 & 4 (8th Grade) (2016-17):**

- N/A
- N/A

**Student Performance for High Schools (2016-17):**

- ELA Performance at levels 3 & 4: 79%
- Mathematics Performance at levels 3 & 4: 79%
- Global History Performance at levels 3 & 4: 73%
- US History Performance at Levels 3 & 4: 71%
- 4 Year Graduation Rate: 75.0%
- 6 Year Graduation Rate (2011 Cohort): 78.9%
- Regents Diploma w/ Advanced Designation: 12.5%
- % ELA/Math Aspirational Performance Measures (2015-16): 20%

**Overall NYSED Accountability Status (2018-19):**

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor):**

**Elementary/Middle School:**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

**High School:**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A

**Programs:**

- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Dynamic Programs:**

- # Special Classes (ELA): 34
- # SETSS (ELA): 37
- # Integrated Collaborative Teaching (ELA): 105
- # Special Classes (Math): 35
- # SETSS (Math): 33
- # Integrated Collaborative Teaching (Math): 95

**Focus Subgroups:**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
| Economically Disadvantaged | YES | ALL STUDENTS | YES |
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>x</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>x</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>x</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Common Core Learning Standards enables students to gain the necessary skills to be college and career ready.

Classroom observations conducted during SY 2017-2018, indicate the need to align student learning activities to instructional shifts and focus on student engagement including student discussion, collaboration, and writing. The application of these skills is assessed via examinations including the NYC ELA Performance Task and the NYS Comprehensive English Regents. An analysis of student work and performance based on the NYC ELA Performance task given to all students in SY 2017-2018, indicated the need to refine argumentative writing skills as aligned to Common Core standards. The NYS Comprehensive English Regents results indicate that 43.5% of students in their 3rd year (Cohort 2019) achieved a score of 75 percent or higher.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>By June 2019, the percentage of students in their 3rd year (Cohort 2020) who earn a NYS English Regents score of 75+, deeming them college ready in English, will increase to 50%, as measured by scores on the English Language Arts Common Core Regents Examination.</em></td>
</tr>
</tbody>
</table>
### 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>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? (include school, educational consultants and/or CBO staff)</td>
</tr>
</tbody>
</table>

| Department Teacher Team Leaders and Administrators will work with teachers within their departments to analyze teacher unit plans, lessons, and tasks and give feedback for improvement during Professional Learning time. Teachers will ensure that students make text- text, text-world, and text-self connections in all classrooms and demonstrate this in writing and speaking. Teachers will also use protocols to analyze student work and determine student progress. | Core subject area teachers | Department Team Leaders will be trained in September and October. | Department Team Leaders, Teachers, Department Administrators |

| Professional Development focused on student engagement and assessment will be provided to all teachers. Strategies include using informational text, discussion, writing and literacy strategies, effective questioning, engaging learning activities, and differentiation focusing on SWDs and ELLs. Select teachers will attend Professional Learning opportunities and turn-key this information to the staff. Teachers will also participate in opportunities to vertically align planning to rigorous content standards and skills. A school-wide writing strategy will be developed and communicated to staff. Castle Learning will be used as an instructional assessment tool for preparing students for Regents examinations. | All teachers | Cycles Professional Development will occur monthly beginning in September and through June. | School Administrators, Team Leaders |

| Information will be distributed to the entire school community, including parents via the school newsletter, parent meetings, staff meetings, Town Halls, our school website, mailings, Kinvolved, and Pupil Path. Representatives from colleges and organizations will be invited to speak to the school community to emphasize the importance of college readiness. | School community, parents | Newsletters will be distributed each marking period (six weeks). The first beginning in October and thru June. | School Administrators and staff |

| Students preparing for the NYS English Regents will be offered additional supports including Saturday School and After School tutoring. Additional tutoring will be provided after school and Saturday for students to re-take exams and earn a college ready score. Incoming students will be offered a Summer Bridge program to work on foundational skills and students scheduled for the August administration for the exam will receive Regents | Students | July & August for Summer programs, Saturday School & After School | School Administrators, Guidance Counselors, and Teachers |
preparation during the summer. Students in need of additional supports in literacy will be provided with small group AIS and Lunch & Learn will also be offered. Students who have not earned a College Ready Score by January 2019 will re-take the exam in June and offered Regents prep classes during the school day. Select students will participate in study skills workshops through Elevate Education.

<table>
<thead>
<tr>
<th>programs will run October – January and March - June</th>
</tr>
</thead>
</table>

### 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.**

Beginning in August, families will be informed via meetings, notices home, newsletters, and ongoing communication using Kinvolved on the criteria for earning college ready scores and the supports offered by the school. This information will be communicated every six weeks at the end of each marking period. Key personnel include our Parent Coordinator, Administrators, Guidance Counselors, and teachers.

### Part 4 – Budget and Resource Alignment

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

- Time for teacher planning will be allocated as per the schools’ schedule will take place on Monday afternoons and during common planning time. Parent engagement time will take place on Tuesday afternoons.

- Instructional Resources include access to technology, computer maintenance, software, and access to texts and software for both teachers and students.

- Personnel will be used to cover classes for teachers to participate in additional Professional Development and for additional time for Team meetings, as needed. Personnel will assist in communicating information to parents and the school community via meetings, mailings, and phone calls. Personnel will be used to program, supervise, and instruct during Summer Bridge, Saturday School and After School Programs. Personnel will be paid per session for any additional time beyond contractual obligations dedicated to this work.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</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.

Evidence of teacher curricular planning will be reviewed every six weeks to eight weeks as aligned to cycles of observation.
The mid-point benchmark indicating progress towards meeting this goal will be based on the reports from each Department Team Leader and Department Administrator that each core content teacher has received feedback from colleagues regarding their planning and made necessary revisions at least once.

Student ELA scores will be reviewed after the January Regents Examination administration to determine the percentage of students in Cohort 2020 earning a college readiness score of 75+ on the ELA Regents.

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

| The instrument of measure will be Regents scores and teacher team reports of progress. |

**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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>x</td>
</tr>
<tr>
<td>The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>x</td>
</tr>
<tr>
<td>All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>x</td>
</tr>
<tr>
<td>The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

The Framework for Great Schools Report indicates the need to further enhance a supportive environment, especially in the areas of safety, classroom behavior, personal attention and support, and guidance. The 2016-2017 School Quality Guide report indicates 76% for Supportive Environment based on the NYC School Survey which is an improvement from the previous year. However, based on OORS data, the number of suspensions for 2017-2018 was 68 which was an increase from the previous year. In order for students to feel supported and challenged, additional instructional supports to promote student success and social and emotional well being will be offered. Staff will be trained in Restorative Practices, de-escalation strategies, and Positive Behavioral Supports. Student advisories will be put in place in specific grades and additional guidance support will be added to all school programs, including after school programs. Students will be offered opportunities for enrichment and incentive including mentoring, peer-mediation, campus activities, and trips.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the number of suspensions for the 2018-2019 will decrease by at least 13% as measured by data from OORS and the school learning environment survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong>&lt;br&gt;Who will be targeted?</td>
</tr>
<tr>
<td>Professional Development in Restorative Practices, Collaborative Problem Solving, PBIS, Implicit Bias and Therapeutic Crisis Intervention, will be offered to all staff members. The strategies gained from these sessions will be used in classrooms, advisories, and after school programs. A school PBIS committee will lead and support these efforts.</td>
</tr>
<tr>
<td>Teacher teams &amp; Guidance Counselors will identify students in need of social and emotional supports and academic interventions and devise strategies to support students by analyzing scholarship data, attendance, and anecdotal data each marking period to determine how students are progressing. Enrichment programs and advisories will offer students additional incentives and supports. Team Leaders will receive training and support to track and monitor student progress. Our Campus Beacon Program will help to provide students with additional community resources. A campus Community Resource Fair will be organized for students. Students will have the opportunity to participate in additional programs including Mentoring in Medicine, Training Opportunities Program (TOP), Community Word Project, internships, student and youth council.</td>
</tr>
<tr>
<td>Support for ELLs and SWDs will be provided via push-in to classes during the school day, Saturday, and After School programs. In addition, students will be able to participate in the Training Opportunities Program (TOP), an in school work-based program.</td>
</tr>
<tr>
<td>Parents will be notified of student progress via the use of PupilPath, Kinvolved, teacher team conferences, phone calls, PA meetings, and mailings. Parents will also receive congratulatory letters when students achieve honor roll and make improvements and participate in award ceremonies. Students will be offered incentives for improvement such as reward trips, award certificates, and luncheons. Parents and</td>
</tr>
</tbody>
</table>
families will be provided with basic needs through our partnership with World Visions. As an additional positive reinforcement, students achieving honor roll will be invited to a campus-wide gala/awards night.

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.

Families will be offered monthly workshops (September - June) and communicate regularly with teachers, administrators, and staff. Families will also be invited to meet with teachers on Tuesday afternoons during Parent Engagement time. Behavioral Expectations and student support resources will be shared during our Parent Summit and PA meetings. Key personnel include our Parent Coordinator, Administrators, and teachers.

Part 4 – Budget and Resource Alignment

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

- Time for teacher planning will be allocated as per the schools’ schedule will take place on Monday afternoons and during common planning time. Parent engagement time will take place on Tuesday afternoons.
- Funding will be used for incentives and awards for students and parents including trips and other incentives and for partnering organizations and programs.
- Instructional resources including curriculum, texts, and technology will be provided for enrichment and academic support.
- Funding will be used to provide coverages for teacher to receive professional learning to support students socially and emotionally.
- Per session will be offered to staff to manage the use of detention and peer mediation as alternatives to suspension.
- Personnel will assist in communicating information to parents and the school community via meetings, mailings, and phone calls. Personnel will be used to program, supervise, and instruct during Saturday School and After School Programs. Personnel will be paid per session for any additional time beyond contractual obligations dedicated to this work.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
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<td></td>
<td>School Achievement Funding</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.
OORS data will be reviewed by the guidance and crisis intervention teams monthly and compared to the previous year. The mid-point benchmark will be a decrease of 7% by February 2019.

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

OORS data will be used as the instrument of measure. The Learning Environment Survey data will also be compared to the previous year.

**Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.**
**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>x</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>x</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

To allow for objectivity and meaningful feedback, the system of observations for our school consists of observations being conducted in teams of at least two administrators. Data from observations from SY 2017-2018 indicates the need to specifically focus on the components of Domain 3 of the Danielson Rubric, specifically 3c, and 3d. Feedback from the most recent 2017-2018 Quality Review indicates a need to focus on Indicator 1.2 Pedagogy and 2.2 Assessment.

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the percentage of teachers scoring a rating of Effective or Highly Effective in Domain 3: Instruction, specifically components 3c and 3d of the Danielson Rubric will increase by at least 5% using the first cycle of observations as a baseline for targeted Professional Learning as measured by the Advance rating system.
### 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 What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Observations will begin in October after Initial Planning Conferences and continue through May.</td>
<td>School Administrators</td>
</tr>
<tr>
<td>Teachers below overall Domain 3 rating of Effective</td>
<td>Inter-visitations will begin in November through May. Collaborative learning in teacher teams will take place September through June.</td>
<td>School Administrators, Teacher Leaders</td>
</tr>
<tr>
<td>Teachers as per needs</td>
<td>Observation data will be reviewed after each observation cycle to determine teacher needs beginning October</td>
<td>School Administrators, Teacher Leaders, Instructional Coaches</td>
</tr>
</tbody>
</table>

Cycles of observations will be conducted as aligned to school marking periods. All observations will be conducted in teams of at least two administrators to allow for collaboration, objectivity, and meaningful feedback aligned to the Danielson Framework.

After two cycles of observations, those teachers who are below the overall effective rating will be supported by administrators and colleagues through mechanisms to improve instruction including:

- Inter-visitations of peers to observe best practices and inter-visitations by peers for feedback.
- Receiving support from instructional coaches and/or Peer Collaborative Teachers
- Coaching from supervisors and teacher leaders
- Engaging in collaborative professional learning within grade level and department teams

Teachers will participate in professional learning opportunities including Professional Development based on the needs of teachers and recommendations from administrators, inter-visitations, and collaborative planning.

Professional Development will include:

- Working with Instructional Coaches and Peer Collaborative Teachers
- Participating in Inter-visitations within content area, across contents, and in other schools
- External workshops conducted by New Visions, NYCDOE, Affinity, and other organizations
- Internal workshops conducted by teaching colleagues and administrators

Professional learning opportunities will take place September through June. Teachers and parents of English Language Learners and students with disabilities.

Teachers will participate in professional learning activities which will focus on multiple entry points to make the curriculum accessible to all learners including ELLs and SWDs.

Parents will be invited to workshops during the school year to discuss services, academic supports, and curricular materials available for ELLs and SWDs.

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.

Beginning in August, families will be informed via meetings, notices home, newsletters, and ongoing communication using Kinvolve on the criteria for earning college ready scores and the supports offered by the school. Families will be invited into teacher team meetings on Tuesdays, after school during Parent Engagement time. Student progress and information will be communicated every six weeks at the end of each marking period. Key personnel include our Parent Coordinator, Administrators, and teachers.

Part 4 – Budget and Resource Alignment

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

- Time for teacher planning will be allocated as per the schools’ schedule will take place on Monday afternoons and during common planning time. Parent engagement time will take place on Tuesday afternoons.

- Time for collaborative planning will be incorporated into the regular school day as per our schedule.

- To support Professional Learning, funding will be used for the cost of per diem coverages for teachers to attend external workshops and for coverages so that teachers can participate in inter-visitations.

- Instructional coaches and Peer Collaborative Teachers will support teacher work.

- Funding will be used to communicate information to parents via meetings, mailings, and phone calls.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The mid-point benchmark will be an increase of 3% of teachers rated at least Effective in Domain 3, specifically components 3c and 3d, by the end of the first semester and at least 50% of teachers who participate in inter-visitations will have submitted reflections documenting their learning.

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

Advance data will be the instrument of measure. To measure the use of collaborative inter-visitation, a Google form will be used.

**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 ActionPlans**

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>x</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>x</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district’s Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>x</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>x</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

The 2017 School Quality Guide indicates that our school has an inclusive leadership as indicated by a score of 97%. Administrators, teachers, and guidance counselors regularly meet to analyze student performance data and implement strategies to support students in academic success. Working strategically in collaboration to improve instructional practices, inform school decisions, and improve school culture will benefit further growth in student success. Further collaboration is needed to improve Program Coherence as indicated by a score of 82%.

### 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, at least 75% of teachers will visit classrooms and conduct focused peer inter-visitations within their content area and outside their content area and turn-key learning during collaborative teacher team meetings. As a result, the score on the Collaborative Teachers section of the 2018-2019 School Survey will increase from 3.08 to 3.25.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</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, Teacher Leaders | Ongoing September – June. | Peer Collaborative Teachers, Teacher Leaders |

**Peer Collaborative teachers and teacher Leaders will facilitate Professional Learning on the inter-visitation process. Professional Learning will also be provided by the Teacher Leadership Program, New Visions, and other outside organizations.**

**Opportunities to collaborate with teachers, administrators, support staff, parents, and students and give input to inform school decisions and improve student outcomes will be incorporated into the school culture including:**

- School Leadership Team Meetings
- Parent Association Meetings
- Grade Level Teacher Team Meetings
- Department Teacher Team Meetings
- Attendance Guidance & Outreach Team
- UFT Consultation Committee
- COSA Committee
- Team Leader Meetings
- Professional Learning Committee
- Student Government & Extra Curricular Activities

**A school newsletter highlighting the school’s progress towards, events, and instructional practices will be shared with the entire school community including staff, parents, and students six times per year.**

<table>
<thead>
<tr>
<th></th>
<th>School Community</th>
<th>Ongoing September - June</th>
<th>School Administrators, Teacher Leaders</th>
</tr>
</thead>
</table>

**School Community Newsletters will be distributed each marking period (six)**

<table>
<thead>
<tr>
<th></th>
<th>School Community</th>
<th>Newsletters will be distributed each marking period (six)</th>
<th>School Administrators</th>
</tr>
</thead>
</table>
Parents will be invited to workshops during the school year to discuss services, academic supports, and curricular materials available for ELLs and SWDs. Outreach will be made via Kinvolved.

Parents of ELLs and SWDs October - May Team Leaders, School Administrators, ELL Teacher, Parent Coordinator

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.

Beginning in August, families will be informed via meetings, notices home, newsletters, and ongoing communication using Kinvolved on expectations and progress. Families will be invited into teacher team meetings on Tuesdays, after school during Parent Engagement time. This information will be communicated every six weeks at the end of each marking period. Key personnel include our Parent Coordinator, Administrators, and teachers.

Part 4 – Budget and Resource Alignment

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

- Time for teacher planning will be allocated as per the schools’ schedule will take place on Monday afternoons and during common planning time. Parent engagement time will take place on Tuesday afternoons.

- Time for collaborative planning will be incorporated into the regular school day as per our schedule.

- Funding will be used for the cost of per diem coverages for staff to attend external workshops.

- Access to data including ATS, STARS, and Skedula will be used to check student scores and for item analysis to inform instruction. The Data Specialist will be responsible for syncing reports to ensure the data is up to date.

- Funding will be used to communicate information to parents via meetings, mailings, phone calls, and text messages.

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>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</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.
By February 2019, at least 50% of teachers will have participated in at least one inter-visitation and shared learning with colleagues.

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

A school devised Google form will be used as the instrument of measure for peer inter-visitations and the School Survey will be the final unit of measure.

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 6 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s) Addressed</strong></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

The Framework for Great Schools Report indicates a need to strengthen Family and Community Ties. By involving parents in post-secondary planning and assisting families in navigating college applications and financial aide planning, all constituents can be informed to make the best choice for each graduating student. In school year 2017-2018, 97% of graduating students completed their FAFSA and applied to college. More work needs to be done concerning informing parents and students of additional opportunities including financial aide, scholarships, and access to various colleges. By educating and exposing families to these opportunities, better, more informed choices can be made.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, by focusing on campus wide parental involvement and college awareness initiatives, there will be a 3% increase in the number of students who enroll in a 2 or 4 year college as measured by reports from our college advisor.
### 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) 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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College Access Constituents will contact outside agencies, including the New York State Higher Education Services Corps, to arrange FASFA workshops for 2018-19 SY.</td>
<td>Outside resources Summer 2016</td>
<td>School Administrators, Guidance Counselors</td>
</tr>
<tr>
<td>College counselors make appointments to meet with each senior to discuss a plan of action, narrow down prospective college choices, and generate FAFSA ID’s for students and parents.</td>
<td>All seniors Ongoing September - February</td>
<td>School Administrators, Guidance Counselors</td>
</tr>
<tr>
<td>NYU College Advising Corps will provide college advising and guidance to students. An F-Status College Advisor will help facilitate the integration of the program in the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Several parent &amp; student events will be focused on preparation for college. These events will include:</td>
<td>Parents &amp; Students September – May.</td>
<td>School Administrators, Guidance Counselors, Parent Association</td>
</tr>
<tr>
<td>* campus wide college fair will be held for all juniors and seniors.</td>
<td></td>
<td></td>
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<tr>
<td>* College trips to visit CUNY, SUNY, &amp; Private colleges</td>
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<td>* College exploration projects in classes beginning in Gr. 9</td>
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<tr>
<td>* College information &amp; planning parent events</td>
<td></td>
<td></td>
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<tr>
<td>* School-wide support for college application day and decision day</td>
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<td></td>
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<tr>
<td>A building-wide information session will be held (with translation services available) for parents and students to be advised on documents needed and information regarding FASFA IDs.</td>
<td>Parents, seniors from campus Early-mid October, 2017 and ongoing as needed</td>
<td>College counselors from campus, community support from local colleges</td>
</tr>
<tr>
<td>A completion session will be held for parents and students to complete the FASFA with college counselors and financial aid representatives from local colleges ready to answer questions.</td>
<td></td>
<td></td>
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</tbody>
</table>
Provide support for families of undocumented students to access citizenship, as well as financial resources for college.

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.

NYU College Advising Corps
College Access for All
Mosholu Montefiore Community Center

Part 4 – Budget and Resource Alignment

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

- Time and space will be allocated for hosting community events.
- Funding for other cost-based programs will be allocated as such.
- Staff members will plan and participate in events. Support staff will communicate events via mailings and phone calls. Per session will be paid for work done after school hours.
- Administrators and Guidance Counselors will coordinate and supervise events and be paid per session for work done after school hours. PA funds will be used for parent events.

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>
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</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.

By February 2019, at least 80% of students on track for graduation would have applied to college as measured by data collected from the college advisor. College counselors will monitor FASFA completion rates periodically using the FASFA completion data portal provided by the Office of Post-Secondary Readiness and HESC, will maintain records of students applying to colleges, and keep records of college acceptances. The New Visions Portal will also be used to collect and monitor data.

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

FASFA completion data portal, college applications and acceptances as per GRDT in ATS and the New Visions Portal.
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>English Language Arts (ELA)</td>
<td>Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance Grades 9-12</td>
<td>Regents Prep, Classroom Instruction Support</td>
<td>Small group, tutoring</td>
<td>After School &amp; Saturdays, Lunch</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance Grades 9-12</td>
<td>Regents Prep, Classroom Instruction Support</td>
<td>Small group, tutoring</td>
<td>After School &amp; Saturdays, Lunch</td>
</tr>
<tr>
<td>Science</td>
<td>Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance Grades 9-12</td>
<td>Regents Prep, Classroom Instruction Support</td>
<td>Small group, tutoring</td>
<td>After School &amp; Saturdays, Lunch</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Report Card Grades, Transcript Analysis, Graduation Readiness, Attendance Grades 9-12</td>
<td>Regents Prep, Classroom Instruction Support</td>
<td>Small group, tutoring</td>
<td>After School &amp; Saturdays, Lunch</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor,)</em></td>
<td>Academic counseling based on need, social emotional counseling based on need,</td>
<td>Counseling for improving mental, emotional, and social health, anger</td>
<td>Small group One to one</td>
<td>During the school day, After School</td>
</tr>
<tr>
<td>School Psychologist, Social Worker, etc.</td>
<td>mandated counseling services as per IEP Grades 9-12</td>
<td>management, school phobia, depression, stress management, and attendance improvement</td>
<td></td>
<td></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)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>60</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students will be provided with metrocards, school uniforms, school supplies, personal items, food, household items, and any other basic needs for students and families that the school can provide. School partnership with World Visions will help to provide families with any requests for items needed. Counselors will be available to support families with community resources and information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<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>
</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.

Teachers will be assigned to teach in content areas in which they are qualified. Any exceptions to this will be communicated to parents. The school will continue to make a focused effort to hire teachers who are licensed by visiting job fairs, colleges, and through the DOE’s New Teacher finder. Teachers who are not licensed in the subject they teach will be encouraged to gain the necessary courses needed and provided with necessary supports. All teachers will participate in Professional Development sessions offered by the school, NYCDOE, and/or Affinity.

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

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

Professional Development will be provided to all teachers by school administrators and teachers, and outside organizations, such as, UFT Teacher’s Center, New Visions, and Executive Leadership Institute, to improve pedagogy in various areas including, Teacher Effectiveness/Danielson Framework, Strategies for Teaching English Language Learners, Specially Designed Instruction, and others. Teacher will also be given Professional Development workshops from New Visions on curriculum and instructional strategies.

#### 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).
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/information, 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.

Teachers are part of the MOSL Committee and select assessments based on the needs of the school and students and data from the previous school year. In addition to school-wide assessments, including the NYC ELA Performance Task and programs such as Castle Learning, classrooms teachers use their own assessments for content and skills. Teachers work with Instructional Coaches to ensure assessments are aligned to content and skills. Data is shared and analyzed via Professional Learning and teacher team meetings. Teacher Leaders for each department and grade, meet regularly with administrators to monitor and review data.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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</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>$294,721</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>$16,979</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### 1. 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.

2 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 School Improvement 1003(a)**: To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding**: To 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.

• **Title I Priority and Focus School Parent Engagement Set-aside**: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG funds**: 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.

---

Parent and Family Engagement Policy

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Bronx Academy of Health Careers, 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.

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

---

Support for Parents and Family Members of Title I Students

Our school will support parents and families of Title I students by:
• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

• providing assistance to parents in understanding City, State and Federal standards and assessments;

• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

### Parental Involvement and School Quality

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

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

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

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

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

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

• conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

● holding an annual Title I Parent Curriculum Conference;

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

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

● supporting or hosting Family Day events;

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

● hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

● encouraging more parents to become trained school volunteers;

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

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

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

Bronx Academy of Health Careers

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

To encourage parent involvement at we will:

> conduct yearly Parent’s Association elections for Executive Board members;

> conduct monthly Parent’s Association meetings;

> through the School Leadership Team develop a plan for increasing teacher’s ability to effectively involve parents in their children’s education;

> hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals both for new and returning member of the school community;

> conduct outreach activities;

> distribute notices in English and Spanish;

> provide resources for family outreach to assist and inform parents, and involve them in the school community;

> encourage parents to network with each other and to communicate with school staff;

> maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children’s education programs;

> scheduled meetings at various times during and after the school day to accommodate parents;

> continually communicate with parents through our school calendar and PupilPath, letters and phone calls.

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**School-Parent Compact (SPC)**

Bronx Academy of Health Careers, 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 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;
<table>
<thead>
<tr>
<th>Provide general support to parents by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>● 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);</td>
</tr>
<tr>
<td>● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;</td>
</tr>
<tr>
<td>● supporting parental involvement activities as requested by parents;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
</tbody>
</table>

Bronx Academy of Health Careers

SCHOOL – PARENT COMPACT

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

The School Agrees...

● To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

● To offer a flexible number of meetings at various times and, if necessary, and if funds are available, to provide transportation, child care for those parents who cannot attend a regular school meeting.

● To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

● To provide parents with timely information about all programs.
● To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

● To provide high quality curriculum and instruction.

● To deal with communication issues between teachers and parents through:
  - parent-teacher conferences at least twice annually
  - frequent reports to parents on their children’s progress
  - reasonable access to staff
  - opportunities to volunteer and participate in school events and parent workshops.

The Parent/Guardian Agrees...

● To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.

● To work with his/her child/children on schoolwork and monitor his/her attendance at school, and homework.

● To share the responsibility for improved student achievement.

● To communicate with his/her child’s/children’s teachers about their educational needs.

● To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

● To increase parental involvement it is mandatory that each family commit to a total of 10 hours per school year to any of the following by:
  - attending PA Meetings
  - their involvement in parent workshops
  - participating in any school events
  - serving as a PA or SLT member
  - attending Community Based Organization meetings

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

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

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
check and assist my child in completing homework tasks, when necessary;

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

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

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

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

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

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

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

respond to surveys, feedback forms and notices when requested;

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

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

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

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
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</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>Before school</th>
<th>After school</th>
<th>Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades to be served by this program (check all that apply):</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>
### Part B: Direct Instruction Supplemental Program Information

| Total # of teachers in this program: _____ |
| # of certified ESL/Bilingual teachers: _____ |
| # of content area teachers: _____ |

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

| Begin description here: ____ |
| Rationale: |
To aide students in developing their English Language skills through use of the target language. Students will learn social as well as academic language in a natural setting.

**US History - Certified Social Studies teachers will teach in Session 2 of the program at no cost to Title III. The ENL Teacher shall push in to provide language support.**

The After School Program will tentatively run from October 2018 - June 2019.

Two content area teachers will offer instruction in Social Studies and Math to ELL and former ELL students only one day a week. The ENL teacher will provide additional language support in a team teaching model with each content area teacher. The sessions will run from 2:35 pm - 3:35 pm on select Wed and Thursdays for approximately 50 sessions. Also we will offer Lunch and Learn Program at no cost to Title III. In this program, students meet during their lunch, and work on school assignments and/or regents prep.

**LANGUAGE OF INSTRUCTION**
The language of instruction will be English with native language support when permissible and needed.

**NUMBER AND TYPES OF CERTIFIED TEACHERS**
The ELL Saturday Institute will consist of up to six teachers, six content area teachers, and 1 dually certified ENL teacher. All instructors are fully licensed in their respective content areas which include ENL, Integrated Algebra, Trigonometry/Geometry, ELA, U.S. and Global History. The instructional mode will be a team-teaching approach; the ENL teacher and the science teacher will form a team in Session 1 and the ENL and Social Studies and Math teachers in Session 2. All ELLs including those in our target group are invited to participate in both sessions.

The after school program will consist of one Social Studies Teacher, one Math Teacher, and one ENL Teacher

**TYPES OF MATERIALS**
After evaluating the results of the Spring 2018 NYSESLAT and Regents Exams, we concluded that our ELLs perform better in the areas of Listening/Speaking than they do in Reading/Writing and that they need intensive instruction in ELA, social studies, math, and science. In accordance with this data, we use texts consisting of themes that correspond to those in science and social studies for our ELL Saturday Institute. Additionally, we have purchased and have available Word-to-Word Bilingual Dictionaries for native language support. When available, bilingual English-Spanish materials will be provided. As we have students who speak Chinese and Arabic, we select reading that reflect their culture. The English Regents program is designed specifically for high school ELLs and focus on developing reading, writing, listening skills for
Part B: Direct Instruction Supplemental Program Information

Regents essays. The NYSESLAT series develops these three skills as well as speaking skills for high school students. The Classroom Library is designed for high school ELLs who are struggling readers. Our rationale for choosing these resources is to acquaint our students with the format and requirements of both the ELA Regents and the NYSESLAT as well as to give adequate practice for both of these exams and to give our ELLs additional assistance in science and social studies to help them pass both their classes as well as state assessments in these areas. For our After School Program, we will utilize the services of online resources. Noredink.com, rewordify.com, where students will open their own professional accounts. These accounts will be solely for ELLs and former ELLs to practice grammar and usage, proper sentence structure, and vocabulary skills. This program allows students to work on various activities to develop language proficiency skills, and to receive immediate feedback. This program will enhance students’ writing across the curriculum.

Part C: Professional Development

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

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

Begin description here: _____

RATIONALE

Outside of our regular school day, Title III content area teachers will engage in professional development opportunities that focus on the specific needs of our ELL students. Our rationale is that only through continued learning and training can we assure a high level of expertise for our teachers and enable them to keep their professional skills and knowledge up-to-date. Professional Development enables teachers and staff to keep up with the relevant knowledge and issues centered around English language learning.

TEACHERS TO RECEIVE TRAINING

All school personnel, including subject area teachers, teacher of ELLs, school secretary, speech teacher and guidance counselors will participate in in-house professional development throughout the academic year at no cost to Title III. The Professional Development will be offered by the ENL Teacher and Dr. Helms. Specific training will be available outside of school hours.

SCHEDULE AND DURATION

Our professional development program will begin in September and run through June, 2019.

TOPICS TO BE COVERED

The following topics/workshops have been planned for the 2018-2019 school year:

Creating Supportive Environments for Newcomer ELLs
Part C: Professional Development

Teaching to ELLs Using Native Language Supports
Aligning Lesson Plans and Units to the Common Core State Standards
Incorporating Language Objectives into the main lesson for ELLs
Teaching Vocabulary to ELLs - Idiomatic Expressions
Proper use of Academic Language
Writing across the Curriculum
Disciplinary Literacy for ELLs

NAME OF PROVIDERS

The providers for our 2018-2019 Professional Development Program will include Assistant Principal, Arlene McNeal, ENL Teacher Neisha Hamilton, Social Studies Teacher Samuel Matthews, Math Teacher Julianne Bridge, Science Teacher, Nadia Walker, and Special Education Liaison Dr. Noel Lawson. ELL Professional Developer Dr. Loretta Helms is available for collaboration as well as other staff members.

In addition, teachers will collaborate on strategies to assist ELLs during our grade team and department area meetings. Teachers will specifically discuss ways to implement scaffolding and differentiation for ELLs, as well as make outreach to ELL parents.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ____

For parents that are involved in their child/children's education, studies show that it fosters a better relationship between child, parent and the school community. Especially for ELL parents, such a relationship helps to do the following:
- enhance their children's self-esteem
- improve their children’s academic achievement
- improve parent-child relationships
- help parents develop positive attitudes towards school
- help parents to understand the American school system
- Introduces early on the high expectations for students

SCHEDULE AND DURATION

In addition to our ELL Parent Orientation held in August 2018 we have awards ceremonies held at least every six weeks. The first is in October 2018. Time is allotted for the ENL teacher to meet with ENL parents in regards to their child's academic progress. At our Parent-Teacher
**Part D: Parental Engagement Activities**

Conferences, we will offer workshops for parents of ELLs in conjunction with our ELL Saturday Academy and after school program. The workshops will be held from October - May.

**TOPICS TO BE COVERED**
The English Language Learner Program: Identification, Placement, and Service
Parents Role in Preparing Students for success in high school and beyond
Financial Aid Night – Geared towards all, but focusing on the parents of upperclassman
Navigating High School - Requirements for Promotion and Graduation

**NAME OF PROVIDERS**
The providers for the parent workshops are: Dawn Santiago, Principal; Marise Kinyon, College Counselor; Paolo Seminario, Guidance Counselor; Alani Barnabas, Guidance Counselor; Arlene McNeal, Assistant Principal; and Raj Suruj, Assistant Principal, Neisha Hamilton, ENL teacher.

**NOTIFICATION TO PARENTS**
Parents are notified by letter and or phone. When messages are sent over the phone, we use a school wide program called Kinvolved. This allows a staff member to message parents or guardians in their preferred language. Furthermore, parents are notified by School Messenger calls that are automatically generated in Spanish and English. Students are also given handout notification in the preferred language to take home of upcoming events such as report card distribution, school closing, parent workshops, special events and trips. Moreover, flyers are mailed from our school to parents are invited to participate in Parent Association Meetings. Parents have access to their child's information through Pupil Path an online site used by the school.

ELL Parent Orientation will be held every first Tuesday of the month from October 2018 - June 2019

**Part E: Budget**

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
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<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum</td>
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<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $_____

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<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
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<td></td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>
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>290</td>
</tr>
</tbody>
</table>

School Name: Bronx Academy of Health Careers

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Santiago</td>
<td>Arlene McNeal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>A. Barnabas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>N. Hamilton</td>
<td>J. Bridge/ Math</td>
<td>A. Almanzar</td>
</tr>
<tr>
<td>School Counselor</td>
<td>A. Barnabas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>J. Irizarry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Superintendent: Donald Conyers

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>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics
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>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TBE</td>
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<td>DL</td>
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<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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?

   The assessment tool we use to assess the early literacy skills of our Spanish-speaking ELLs when needed is the Spanish LAB. During the past several years we have not had any ELLs who required this test. In addition teachers use Curriculum Associates an online tool, Ed Performance, and various teacher created assessments. Use of these tools informs teachers of the students' reading and writing levels. Teachers then use this data to tailor instruction and find appropriate resources.
2. What structures do you have in place to support this effort?
   We plan to meet with the language team and review the data. Then we will, as a group, discuss specific strategies to target weaknesses.

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?
   We use the NYC Performance task. Once at the beginning of the school year as a baseline to measure reading comprehension and writing skills. After seeing areas in need of improvement, we then target those areas. We then give a similar assessment at the end of the school year to measure how student growth.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once we have obtained and analysed the data, we program those students who still are eligible for services for the at least the minimum amount of services or more to ensure they are getting the instructional help needed. Furthermore, we place students in our after school program which has one - one or small group instruction to receive additional support.

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.]
   N/A. We are a high school.

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].
   The data patterns across performance levels on the NYSITELL and NYSESLAT and grades indicate that our ELLs perform far better in the Listening and Speaking sub tests than they do in the Reading and Writing sub tests. In addition, our students score hire on the Part Two - Argument writing on the NYS Regents Exam then they do on the Literary Analysis Essay.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Our staff meets in weekly vertical meetings - grade team and content area. In these meeting we review student data. After review we align units and lessons to the needs of our students, while receiving feedback form many of the students teachers.

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.

   Instruction for ELLs at the Bronx Academy of Health Careers is delivered through departmentalized ENL. Instruction is in English with home language support, emphasizing English language acquisition. Our ENL teacher is certified in both TESOL and ELA, hence our ELLs will receive instruction through stand-alone and integrated ENL. In the integrated classes, instruction is given in a writing intensive class. Most of these classes are homogeneous - all students are in one grade, but have mixed proficiency levels. Because our ELL population is increasing, we hope to hire a second
certified ENL teacher. We will ensure in accordance with current Part 154 regulations that all ELLs and former ELLs up to 2 years after exiting ELL status will receive a minimum number of units (90) of integrated ENL. Few of our students are eligible for stand alone ENL. Those who are are serviced in a small class setting with students that are in either Entering or Emerging, and are primarily in the same grade.

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 ENL Teacher and counselor sit down and review each ELLs program to ensure that the mandated number of instructional minutes is provided according to proficiency levels of our students, we follow CR Part 154 guidelines as follows:
   - Entering (Beginning) - 540 minutes per week including 1 unit of study in ENL or 180 minutes; 1 unit of study in ENL/ELA; 1 unit in stand-alone ENL or integrated ENL in a content area.
   - Emerging (Low Intermediate) - 360 minutes per week including .5 unit of study or 90 minutes in ENL; 1 unit of study in ENL/ELA; .5 unit of study in stand-alone or integrated ENL/content area.
   - Transitioning (Intermediate) - 180 minutes per week including .5 unit of study in ENL/ELA or 90 minutes; .5 unit of study in stand-alone or integrated ENL/content area.
   - Expanding (Advanced) - 180 minutes per week including 1 unit of study in ENL/ELA or other content area.

   Core content is delivered through teachers certified in the content area that they are teaching. As we offer ENL, the language of instruction is English. However, students are encouraged to use their L1 to ensure full understanding of ideas and concepts when needed. We use word walls, sentence starters and stems, writing templates, visuals, etc.

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.

   Core content is delivered through teachers certified in the content area that they are teaching. As we offer ENL, the language of instruction is English. However, students are encouraged to use their L1 to ensure full understanding of ideas and concepts when needed. We use word walls, sentence starters and stems, writing templates, visuals, etc.

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

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
For SIFE Students - we incorporate resources that reflect the background of the students. For Newcomers - we offer resources in the student's first language if available, use of bilingual glossary in classes, assign a peer with the same first language as a "buddy." For Developing - we focus on increasing vocabulary, using manipulative. For Long Term ELLs we focus on increasing the exposure and retention to academic vocabulary using scaffolding techniques.

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?
   We use small groups, group activities, Bilingual support (both by staff and other students), visual clues, scaffolding, computer based programs, and several vocabulary games and strategies are employed in our classes.

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

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.
   To ensure that our entire ELL population improves their linguistic and academic abilities so that they become English proficient and meet State standards, the Bronx Academy of Health Careers offers both an English Language Learner (ELL) Saturday Academy and an after-school program for our ELL population. All of our ELL students, in grades 9 through 12, are invited and encouraged to attend both programs. The after-school program is a year-long program. The Saturday Academy runs from October 2018 through June 2019 during the hours of 9:00 a.m. – 1:00 p.m. and includes two sessions: Session A from 9:00 a.m. – 11:00 a.m. and Session B from 11:00 a.m. – 1:00 p.m. Classes offered are Integrated Algebra, Advanced Algebra and Trigonometry/Geometry, ELA, Chemistry, Living Environment, ENL, and US and Global History. These classes are offered through either afterschool or Saturday (select courses are given afterschool and others are given on Saturday). The service providers are all fully licensed in their respective content areas. The instructional mode is a team-teaching approach; the ENL teacher and the science teacher form a team in Session A and the ENL teacher and social studies teacher in Session B. All our ELL students are programmed for both sessions. Teachers give a pre-and post-unit assessment per unit of study. This data is collected, recorded and analyzed daily, weekly and monthly. Information from this data analysis is used weekly at our Professional Learning Team Meeting to collaboratively decide upon strategies that will be developed, refined and implemented. During the school day, teachers provide academic intervention by differentiating instruction. The language of instruction is in English with native language support as needed by staff and/or peers.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We have no plans to implement a new program, but will work to ensure our current program continues to meet the needs of our students.

10. If you had a bilingual program, what was the reason you closed it?
    NA
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our instructional programs have high levels of rigor and support to ensure that all of our students, ELLs and non-ELLs, achieve high academic achievement. Daily reminders of the services offered are integrated into their ELA lessons with the ENL/ELA teacher. We ensure that they are afforded equal access to all school programs, including technology. We have a mobile computer cart that all students have access to for completing assignments and special projects. Our ELLs are encouraged to participate in our annual Cultural Fair, Career Day, and numerous activities offered on the campus, such as cooking classes and CPR and all other school assemblies and activities. All subgroups of ELLs are invited and encouraged to participate in our Saturday Academy and after-school program.

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.

In addition to the regular classroom instructional materials that all our students use, our ELLs use Sadlier-Oxford's Grammar for Writing which includes a complete course in grammar, usage, and mechanics, with an emphasis on writing. We also utilize Getting Ready for the NYSESLAT for our ELL Saturday Academy. To further support ELLs, all classroom teachers use either a SMART Board or LCD screens as a teaching tool. Science, math, social studies, ELA and ENL teachers are able to use the Internet to access content area sites to support and enhance their lessons. All students have use of our computer lab to do research and complete projects on a whole class and individual basis. ELL students are encouraged to use the computer lab to practice and improve grammar/conventions usage at various sites designed specifically for ELLs. We also post links to dictionary and other sites designed specifically for ELLs.

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

Home language support is provided in our Free Standing ENL Program through the use of bilingual dictionaries, staff members and students who speak Spanish and other languages. Furthermore, when using laptops, or the computers in the library students can have content translated for them.

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

As mentioned earlier, our ELL students use the same level of instructional materials as our non ELLs. These instructional materials are aligned with grade and age levels. In addition, we ensure that materials ordered specifically for our targeted intervention programs also correspond to our ELL's age and grade levels. The ENL coordinator reviews ELLs grades, meets with the ELL content area teachers, and orders and gives supplies to said teachers that addresses areas of concern.

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?

We are one of six independent schools housed in the Evader Childs Campus. We have had building wide meetings with the building’s other ELL teachers to discuss strategies and assessments.

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).

For the second time this year, we are also offering a Summer Bridge Program in Math and ELA taught by the ENL teacher and a bilingual math teacher to help prepare our students for the rigor of high school. The program is coordinated by AP McNeal and Principal Sanitago. In addition, prior to the beginning of the new school year in August, we offer an orientation to all incoming students and their parents, ELLs included. Staff members who are present provide an overview of the subjects that they teach. We discuss ways the parents can assist their students with their homework. Parent brochures explaining the various ELL programs are distributed to parents of ELLs.
17. What language electives are offered to ELLs?
   The only language elective we offer in our school is Spanish.

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

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**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?
   All school personnel, including subject area teachers, teachers of ELLs, school secretaries, speech teacher and guidance counselors will participate in both on- and off-site professional development throughout the school year, delivered by staff and outside vendors who are certified ENL teachers/coordinators.

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.
   The Bronx Academy of Health Careers is committed to assisting all teachers in obtaining 15% of the the total numbers of hours required and 50% of total hours required for the ENL teacher in accordance with CR Part 154.2. In addition, to our on site ELL professional development work shops, all teachers are encouraged to participate in off site staff development offered by the Office of English Language Learners, NYC Department of Education. Our ELL Program Administrator maintains a record of ENL professional development hours completed by staff members towards satisfying the CR Part 154.2 mandate. Specifically she maintains a file consisting of agendas and attendance sheets from each in-house PD. If staff members attend an off-site ELL PD, they also present the ELL Program Administrator with an agenda, proof of attendance such as written verification by the workshop presenter, and a description of the workshop. Our ELL Program Administrator maintains a roster of staff members and indicates hours completed for each ELL PD. *

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**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?
   We will make every attempt to meet with the parent of each of our ELLs beyond the mandated parent orientation and parent-teacher conferences. We will reach out to parents through letters in their preferred language and will ensure that we provide interpretation and translation by a qualified interpreter/translator as needed. At each meeting the ELL Program Administrator
and Guidance Counselor will be present. We will record attendance at each meeting. The guidance counselor that will attend the meetings is bilingual. The parent coordinator that will also attend the meetings is also bilingual. Since it is unlikely that we will be successful in getting the parent of every ELL to attend an annual individual meeting in person, we will also contact parents by phone and letters. Furthermore, we have invested in a phone based program Kinolved that allows us to make outreach to parents and guardians in the parents preferred language.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are called to participate in school raffles and workshops. Workshops include issues such as: fair housing policies, laws on sexual harassment as provided by the Human Rights Commission, and the college application process.

Additional Information

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

N/A
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, Dawn Santiago, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Santiago</td>
<td>Principal</td>
<td>Signature</td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Arlene McNeal</td>
<td>Assistant Principal</td>
<td>Signature</td>
<td>06/28/2018</td>
</tr>
<tr>
<td>J. Irizarry</td>
<td>Parent Coordinator</td>
<td>Signature</td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Neisha Hamilton</td>
<td>ENL/Bilingual Teacher</td>
<td>Signature</td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Leidy Sierra</td>
<td>Parent</td>
<td>Signature</td>
<td>6/28/2018</td>
</tr>
<tr>
<td>J. Bridge/Math</td>
<td>Teacher/Subject Area</td>
<td>Signature</td>
<td>06/29/2018</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td>Signature</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td>Signature</td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td>Signature</td>
<td>N/A</td>
</tr>
<tr>
<td>P. Seminario</td>
<td>School Counselor</td>
<td>Signature</td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Juan Mendez</td>
<td>Superintendent</td>
<td>Signature</td>
<td>07/15/2018</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td>Signature</td>
<td>N/A</td>
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<td>N/A</td>
<td>Other</td>
<td>Signature</td>
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<td>N/A</td>
<td>Other</td>
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<tr>
<td>N/A</td>
<td>Other</td>
<td>Signature</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

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>(*Primary)Arlene</td>
<td>McNeal</td>
<td>AP</td>
<td>NO</td>
<td>Yes</td>
</tr>
<tr>
<td>Neisha</td>
<td>Hamilton</td>
<td>ENL Coordinator</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.

   The data used to assess the language preferences for both written and oral communication are taken from the Parent’s Preferred Language Form, the Home Language Identification Survey (HLIS), and the RLAT (Report of Students Eligible for the NYSESLAT). In addition, parents are asked at orientation meetings and events throughout the year such as financial aid workshops, and parent teacher conferences in which language they prefer to receive information.
2. List parents’ preferred languages for both written and oral communication. 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 preferred languages listed include Spanish, Bengali, Urdu, Arabic and Wolof, Twi, Fulani, Ibo, Albanian, and Chinese. Spanish is the most common language</td>
<td>The majority of parents prefer to have written correspondences in English or Spanish</td>
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</tbody>
</table>

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.

Spanish, English, Arabic

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.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The documents translated by our school include parent and student newsletters, e-mails, information on Skedula, school calendars, handbooks, automated phone calls etc. These documents are distributed to parents periodically throughout the year.</td>
<td>The documents are distributed as needed. Documents are sent at least twice a month.</td>
<td>The most common tool that we use for translation is Kinvolved. It translates automatically to the parents preferred home language. The messages can be sent by a teacher, administrator, or the parent coordinator.</td>
</tr>
</tbody>
</table>
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>Parent Teacher conferences</td>
<td>Parent Teacher conferences are set for November and March. However, there are monthly Parent Association Meetings from September - June. Furthermore, we plan to have a Parent Summit, New Student Orientation, and other parent meetings.</td>
<td>Interpretation is provided by staff that shares the same first home language. If no one is available that shares the same home language, then an outside interpreter is requested.</td>
</tr>
</tbody>
</table>

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

Use of Kinvolved offers translation of text messages, emails, and phone messages.

**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.

Staff is sent a copy of the information regarding the Regulations, as well as the number and email address they can contact to request an interpreter. Furthermore a list of staff members and the languages they speak is made available so that one can ask a colleague for assistance if/when an interpretation is needed.
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 school utilizes the translation services of the DOE for flyers and posters. Furthermore, translated documents of items are downloaded from the DOE webpage and distributed to parents. Parents are given documents that contain links to the translation website, and are informed by teachers and staff at all parent attended events. Also, use of staff members, and Kinvolved is also used.

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?

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