



THE BRONX HIGH SCHOOL OF BUSINESS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (09/ BRONX NUMBER 412)

ADDRESS: 240 E. 172ND STREET BRONX, NY 10457

TELEPHONE: 718-410-4060

FAX: 718-992-5760

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 412 **SCHOOL NAME:** Bronx High School of Business

SCHOOL ADDRESS: 240 E. 172nd. Street, Bronx, NY 10457

SCHOOL TELEPHONE: 718-410-4060 **FAX:** 718-992-5760

SCHOOL CONTACT PERSON: Enrique Lizardi **EMAIL ADDRESS:** elizardi@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joanna Giddings

PRINCIPAL: Enrique Lizardi

UFT CHAPTER LEADER: Carlos Bermudez

PARENTS' ASSOCIATION PRESIDENT: Arturo Martinez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** CUNY

NETWORK LEADER: Cass Conrad

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Joanna Giddings	*Principal or Designee	
Carlos Bermudez	*UFT Chapter Chairperson or Designee	
Arturo Martinez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jose Burgos	DC 37 Representative, if applicable	
Jasmine Lilly	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kenyotta Dash	Student	
Gustavo Morales	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Bronx High School of Business is designed to prepare students, through a rigorous standards-based education, to successfully compete in the world of work and attend a post-secondary institution. We seek to admit students who wish to challenge themselves to reach the highest standards of educational excellence. Students will have the opportunity to participate in internships, project-based learning experiences, advanced placement courses, and business-related clubs and activities. Our students will graduate from the Bronx High School of Business prepared for admission to competitive colleges and productive careers in the world of work.

Our vision at Bronx High School of Business is "To provide students with opportunities for success through academic excellence"

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Bronx High School of Business								
District:	9	DBN:	09X412	School BEDS Code:	320900011412				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		0	0				85.5		
Kindergarten		0	0	Student Stability - % of Enrollment:					
Grade 1		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2		0	0				91.6		
Grade 3		0	0	Poverty Rate - % of Enrollment:					
Grade 4		0	0	(As of October 31)	2008-09	2009-10	2010-11		
Grade 5		0	0			74.2	81.5		
Grade 6		0	0	Students in Temporary Housing - Total Number:					
Grade 7		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8		0	0				21		
Grade 9		109	102	Recent Immigrants - Total Number:					
Grade 10		107	118	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11		126	92				2		
Grade 12		99	124	Special Education Enrollment:					
Ungraded		2	3	(As of June 30)	2007-08	2008-09	2009-10		
Total		443	439						
				(As of October 31)					
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes		47	51	Principal Suspensions			192		
# in Collaborative Team Teaching (CTT) Classes		0	1	Superintendent Suspensions			25		
Number all others		35	42	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
							0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes		0	TBD						
# in Dual Lang. Programs		0	TBD	Number of Teachers			37		
# receiving ESL services only		64	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs		18	TBD	Number of Administrators and Other Professionals			12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			13
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)			51	% fully licensed & permanently assigned to this school			97.1
				% more than 2 years teaching in this school			83.8
				% more than 5 years teaching anywhere			59.5
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)			91.5
American Indian or Alaska Native		0.5	0.5				
Black or African American		35.7	36.2				
Hispanic or Latino		61.9	60.4				
Asian or Native Hawaiian/Other Pacific Isl.		1.8	1.8				
White		0.0	0.9				
Male		55.5	56.9				
Female		44.5	43.1				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
			√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		X	
Math:				Math:		X	
Science:				Graduation Rate:		√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	X	√	55
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-	-	
Hispanic or Latino				X	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				1	2	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	C			Overall Evaluation:	P		
Overall Score:	57.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	P		
School Environment:	9.7			Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	12.5			Quality Statement 4: Align Capacity Building to Goals	WD		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	P		
Student Progress:	35.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The needs assessment was conducted by members of the BHSB staff based on data from our current student population and the High School applications for the 2010-2011 school year. We also reviewed Regents examination results for each cohort.

One accomplishment this year is the core belief of our school community that teaching strategies and classroom routines must be differentiated to ensure that students with different learning needs have instructional support. In light of these shared beliefs, all teachers have 'differentiation' as one of their professional goals for the school year. Another accomplishment is the beginning of the benchmarking process.

After completing our review, we identified the following concerns and needs.

1. LITERACY

A review of the profile of incoming ninth-grade students indicates that approximately 95% of the students had a reading level classified as "low" and "middle". We did not meet NCLB numbers in ELA. We recognize that improving the literacy of our students will be critical to our success. Therefore, the focus of our instructional program will be on literacy and language development.

- Teachers will continue to receive professional development on the use of differentiation techniques to better meet the needs of our students
- Teachers will receive intensive development on the use of technology to increase differentiation
- The school will purchase Achieve 3000 technology to assist teachers in providing differentiated reading materials for students
- Struggling students will receive double periods of Language Arts instruction.
- We will explore techniques for teaching emerging readers in our professional development activities.
- We will continue to work with CUNY to develop strategies to assist teachers in their instruction.

- Since we are likely to have a large ELL population, we will place particular emphasis on improving both native language and English language skills in our ESL and Native Language Spanish classes.
- Additional teachers will be used in a push in model for struggling classes and students.
- Small group tutoring will be expanded.
- We will mandate tutoring for students who are in need of extra help.

In addition to infusing literacy activities into classes in every academic subject, we are at every opportunity highlighting the relationship between literacy and college and workplace success. We encourage our students to explore the impacts of literacy within families and communities.

2. MATHEMATICS

A review of the Regents results indicates that we have not met NCLB compliance numbers. We intend to address this concern by continuing a four-term Algebra course, which will focus on both the development of strong computational and algebraic skills and on the development of the higher-order problem-solving skills necessary for success on the new state Mathematics exams.

- We will continue to explore techniques for teaching problem solving skills in our professional development sessions.
- Teachers will attend professional development offered by the City and our SSO.
- We will offer remedial support with an emphasis on problem solving for students who have not yet passed the Integrated Algebra Regents exam.
- Additional teachers will be used in a push in model for struggling classes and students.
- Small group tutoring will be expanded.
- We will mandate tutoring for students who are in need of extra help.

3. CREDIT ACCUMULATION

A review of our Progress Report and Scholarship reports reveal that many of our students are not earning the required number of credits. This is especially important in the grade 9 year. We acknowledge that when students fall behind on credits in grade 9 it becomes increasingly difficult for them to regain ground. We are therefore using teacher teams and the guidance department to track progress and provide interventions. An intervention program will be implemented for students to make up missing credits.

4. FAMILY INVOLVEMENT

BHSB considers families to be partners in the educational process. Indeed, maintaining contact with parents is one of our highest priorities. We are committed to sending home progress reports to parents; this will be done a minimum of six times in the school year. Since many parents are unaware of graduation and examination requirements we communicate with them via mail to increase awareness of these issues. We have a Parent Association, which meets regularly, and we invite parents to both serve on the School Leadership Team and participate in school workshops on such topics as parenting skills, computer training, and

English language instruction. Finally, we are working to ensure that all parents feel welcomed in the building and have access to faculty and staff by planning assemblies and an international dinner.

5. ESTABLISHING BENCHMARKS FOR UNITS OF INSTRUCTION

During the 2009-2010 Quality Review, students were not able to articulate what they were learning and why they were passing or failing the course. The use of benchmarks will increase students' awareness of what they are learning and their areas of strength and weaknesses. At the start of every unit, students will be provided with a list of the benchmarks for that unit. Students will receive remediation based on the failure to meet identified benchmarks. This process will make it easier for students and parents to articulate areas of weaknesses and strengths.

This program will begin in grades 9 and 10 and will be expanded to grades 11 and 12 next year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

GOALS

Based on our analysis and subsequent findings, our goals for the 2010/2011 school year are as follows:

- 1. To improve communications with parents about students academic progress.**
- 2. To improve passing percentage on New York State Regents assessments in ELA and Math**
- 3. To increase the use of technology in classroom instruction.**
- 4. To increase the overall scholarship rate.**
- 5. To establish benchmarks for units of instruction in grades 9 and 10.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parental Communication

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Teachers will send at least six (6) progress reports to parents during the academic year			
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Steps / actions required	By when	Who, with help from, and resources req.	Review date
	Administration will conduct PD on the use of the new student progress report	Sept. 15	Administrators, Ms. Nibbs, Mr. Spalding	Sept. 15-17
	School generated progress reports will be sent to parents by teachers by the third week of each marking period.	Sept. 30 Nov. 12 Dec. 23 Feb. 18 Apr. 11 May 27	Teachers, guidance dept. school aides	Jan. 2011 + June 2011
	Automated phone calls to parents prior to the mailing of the progress reports.	Sept. 30 Nov. 12 Dec. 23 Feb. 18 Apr. 11 May 27	Attendance teacher	October 2010. Dec. 2010 April 2011

	Conference with parents and students about academic progress.	ongoing	Guidance dept. teachers, administrators	Ongoing
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional development before, during and after school: Per-session money may be required.			
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	A minimum of Six (6) progress reports mailed home Feedback from parents and students			
Formative measures	9/17/10 PD was conducted on a new grading system which will make it easier to produce progress reports. The first progress report will be the manually generated one. Three progress reports were sent to parents for the first semester.			

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Achieve the NCLB ‘Safe Harbor’ goal of 154.53 for cohort 2011 by August 2011.</p>			
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Steps / actions required</p>	<p>By when</p>	<p>Who, with help from, and resources req.</p>	<p>Review date</p>
	<p>Review NCLB data for ELA - cohort 2011</p>	<p>June 2010</p>	<p>Administrators, data specialist, teachers</p>	
	<p>Identify students in the cohort who have not passed ELA Regents exam</p>	<p>September 2010</p>	<p>Guidance dept.</p>	
	<p>Program students who have not passed ELA Regents to double period ELA Regents prep classes.</p>	<p>September 2010</p>	<p>Guidance, programming chair</p>	<p>End of September 2010</p>
	<p>Offer Professional Development (PD) to teachers on the requirements of the new English Regents exam</p>	<p>October 2010</p>	<p>Assistant Principal</p>	
	<p>PD for ELA and ESL teachers on the skills required for the ELA Regents Whole group and individual meetings.</p>	<p>October, November, December 2010</p>	<p>Assistant Principal</p>	<p>December 2010</p>
	<p>Create unit benchmarks with a greater emphasis on the skills required to pass the four parts of the</p>	<p>October, November,</p>	<p>Teachers, Administrators</p>	<p>Tuesday</p>

	ELA Regents.	December		
	Interview students who have not passed the ELA Regents and conduct parental outreach.	End of September 2010	Administrators, Guidance	
	Add an additional period of Regents prep tutoring	November 2010	Administrators, Guidance dept. Teachers	Weekly
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional development before, during or after school: Per-session money will be required.			
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Attendance will be reviewed weekly and outreach to parents and students will follow. January, June Regents will be used as interim measures.			

Formative measures

January 2011 Regents results will be used to determine our progress towards meeting our goal of reaching 'Safe Harbor' goal of 154.53.

Subject/Area (where relevant): **Mathematics**

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Achieve the NCLB ‘Safe Harbor’ goal of 156.42 for cohort 2011 by August 2011.			
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Steps / actions required	By when	Who, with help from, and resources req.	Review date
	Review NCLB data for Math - cohort 2011	June 2010	Administrators, data specialist, teachers	
	Identify students in the cohort who have not passed Math Regents exam	September 2010	Guidance dept.	
	Program students who have not passed Math Regents to Regents prep classes.	September 2010	Guidance, programming chair	End of September 2010
	Offer Professional Development (PD) to teachers on the identification of the required skills of the Integrated Algebra and Geometry Regents.	October 2010	Assistant Principal	
	Create benchmarks for units of instruction	October, November, December 2010	Assistant Principal	Tuesdays

	Interview students who have not passed the Math Regents and conduct parental outreach.	End of September 2010	Administrators, Guidance	
	Add an additional period of Regents prep tutoring	November 2010	Administrators, Guidance dept. Teachers	Weekly
0Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional development before, during or after school: Per-session money will be required.			
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Attendance will be reviewed weekly and outreach to parents and students will follow. January, June Regents will be used as interim measures.			
Formative measures	January 2011 Regents results will be used to determine our progress towards meeting our 'Safe Harbor' goal of 156.42 by August 2011.			

Subject/Area (where relevant):

Use of Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will use technology in classroom instruction at least three times per week to increase differentiation.</p>			
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Steps / actions required</p>	<p>By when</p>	<p>Who, with help from, and resources req.</p>	<p>Review date</p>
	<p>PD will be conducted by outside specialist on the use of the 'smart board' and achieve 3000.</p>	<p>May 12, 25 June 2, 7, 10 Nov. 18 Dec. 16 Jan. 6</p>	<p>Smart Board specialists, Technology Coordinator</p>	<p>Oct. 4, 2010(FC) Ongoing</p>
	<p>Teachers will use the smart board to make their lessons more interactive and hands on</p>	<p>Daily</p>	<p>Technology Coordinator, Teachers</p>	<p>Monthly</p>
	<p>Lab tops will be provided for each classroom to make using the smart board more efficient for floating teachers.</p>	<p>Sept. 2010</p>	<p>Technology Coordinator</p>	<p>December 15, 2010</p>
	<p>Teachers will use the achieve 3000 program to improve and monitor students literacy skills.</p>	<p>Ongoing</p>	<p>Mr. Spalding, Ms. Brown</p>	<p>Monthly</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional development before, during or after school: Per-session money will be required.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Informal and informal observations will be used to indicate the frequency and the effectiveness of technology use in instruction.</p>
<p>Formative measures</p>	<p>Informal and formal observations show at least 85% of teachers are using technology in their lessons at least three times per week.</p>

Subject/Area (where relevant): Scholarship

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the overall scholarship rate from 67.07% to 69.07%.</p>			
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Steps / actions required</p>	<p>By when</p>	<p>Who, with help from, and resources req.</p>	<p>Review date</p>
	<p>At the start of the academic year, students will be given diagnostic assessments to determine literacy and numeracy needs.</p>	<p>Sept. 13, 2010</p>	<p>Teachers, Administrators</p>	<p>Sept. 20, 2010</p>
	<p>Students will be placed in classes designed to build on strengths and improve deficiencies.</p>	<p>Sept. 20, 2010</p>	<p>Guidance dept., teachers, Administrators</p>	<p>Weekly at block meetings</p>
	<p>Administrators will continue to work closely with teachers and parents to monitor the progress of students.</p>	<p>Mid marking periods and end of marking periods</p>	<p>Teachers, Guidance, parents</p>	<p>End of each marking period</p>
	<p>All teachers will continue to identify students who are in danger of failing prior to the end of marking periods. Students who are considered 'at risk' will be referred for academic counseling and tutoring after school and on Saturdays.</p>	<p>Middle of every marking period</p>	<p>Teachers, Guidance dept. Administrators</p>	<p>End of every marking period</p>

	Counselors will continue to review and annualize transcripts.	End of Semester	Teachers, Guidance dept.	End of Semester
	Administrators will meet with every student every marking period to review academic progress.	Ongoing	Administrators, guidance dept.	
	Progress reports to be sent to parents three weeks into every marking period.	Sept. 30 Nov. 12 Dec. 23 Feb. 18 Apr. 11 May 27	Teachers, guidance dept. Ms. Nibbs, Mr. Spalding	Jan. 2011
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional development before, during or after school: Per-session money will be required.			
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	An increase in the scholarship rate from 67.07 to at least 69.07% The scholarship data for marking periods (every six weeks) will be analyzed to track progress and/or trends.			

	Benchmarks are reviewed and given to students for every unit of instruction.	Ongoing	Teachers	End of every unit
	Benchmarks are communicated to parents	At the start of every unit	Teachers, administrators, technology coordinator	End of marking periods
	Students use benchmarks to self evaluate and reflect on their strengths and weaknesses	Ongoing	Teachers	Mid marking periods
	Teacher team begins the process of aligning Atlas curriculum and benchmarks with the Common Core State Standards.	Oct. 2010	CUNY, administrators, teachers	End of first semester
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Professional development before, during or after school: Per-session money will be required.			

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Benchmarks are established and are evident for all units of study in grades 9 and 10. Students should be able to articulate what they are learning and their areas for improvement based on these benchmarks during informal and formal classroom observation.
Formative measures	Informal and formal observations show that benchmarks are posted in classrooms.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year’s Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year’s Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	134							
10	63	36	6	70	175			
11	64	39	59	37	199			
12	77	67	55	64	363			

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Saturday Enrichment- Offers 2 two-hour sessions (9:00-11:00/11:00-1:00) Monday – Thursday after school tutoring/Home work help Regents prep classes 'Push in' by additional teachers for struggling students Double period intensive regents preparation for students who have failed the regents
Mathematics:	Saturday Enrichment - Offers 2 two-hour sessions (9:00-11:00/11:00-1:00) Monday – Thursday after school tutoring/Home work help 'Push in' by additional teachers for struggling students
Science:	Saturday Enrichment - Offers 2 two-hour sessions (9:00-11:00/11:00-1:00) Monday – Thursday after school tutoring/Home work help 'Push in' by additional teachers for struggling students
Social Studies:	Saturday Enrichment - Offers 2 two-hour sessions (9:00-11:00/11:00-1:00) 'Push in' by additional teachers for struggling students Monday – Thursday after school tutoring/Home work help
At-risk Services Provided by the Guidance Counselor:	Individual and class academic guidance sessions- discuss strategies to make up credits, academic counseling. Saturday Guidance Institute- Designed to meet with parents who work during the week to discuss progress and strategies for improvement.
At-risk Services Provided by the School Psychologist:	Meet with individual students.
At-risk Services Provided by the Social Worker:	Meet with individual students.

At-risk Health-related Services:

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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- ✱ We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s) 9-12 **Number of Students to be Served:** 91 LEP

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Instructional Program

- **Type of Program**
 - *After School*
 - *Saturday Academy*
- **Rationale for program-** There are 91 ELL students at Bronx High School of Business. These students are offered a program of English as a Second Language. We offer two types of supplemental programs for our students; after school and a Saturday Academy. The after school small group tutoring will focus on building literacy through content area. The Saturday Academy will help students with Regents preparatory classes.
- **Description of Program Language(s) of Instruction** –*The after school program will be offered to struggling ESL students who are credit deficient. These classes will focus on helping students gain academic language that they need to help comprehension in the content areas. A certified ESL teacher co-teaches with a business teacher who is also ESL certified to incorporate literacy through business. The after school program will meet for forty five minutes every day for thirty six weeks.*
- *The Saturday Academy will target ESL students who need to pass the New York State Regents Examination in English Language Arts. The students in this class are primarily in grades 11 and 12. This class will be conducted by an ESL teacher. This program will be in effect for twenty sessions. There will be two sections of this class- 9-11 and 11-1. Students may choose the section that is convenient to their needs. It is important to offer more than one section because students may have other AIS programs that they would like to participate in. There are ESL students who need to pass Mathematics, Social Studies and Science to graduate, so they are also involved in Regents prep for these courses. These ESL teachers will facilitate professional development workshops for these teachers.*

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Professional Development

- **Rationale-** *Based on the NYSELAT scores and internal assessment, we offer and will continue to offer a series of professional development to the teachers who are and will provide supplemental services to our ESL population.*
- **Activities-** *Teachers will receive training on the use of Achieve 3000- a literacy program that offers differentiated non-fiction articles and comprehension activities to students. There will be training at the start of the year and periodically for this system. Participating teachers will continue to receive PD on how to use the available data from the NYSELAT, Acuity, Regents and internal assessments to prepare instruction to groups of students and one on one instruction. This is on going training. Content area teachers who offer tutoring to ESL students will receive professional development from ESL teachers on how to incorporate ESL methodologies in the content areas. These content area subjects are not covered under title 3, but there are a number of ESL students who are in these classes to prepare for Regents exams. Thus it is prudent that these teachers are trained to differentiate their tutoring to best serve the ESL students.*

Description of Parent and Community Participation–Explain how the school will use Title III funds to increase parent and community participation ELLs

Parental Involvement

- **Optional and should not exceed 10% of total allocation**
- **Activities** –We will continue to offer English classes for the parents of title III students in our Saturday academy; there will be 12 of these sessions of two and a half hours each. These classes will be taught by a certified teacher.

Form TIII – A (1)(b):

School: __09x412__ BEDS Code: 320900011412

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	\$13,220.85	<p><u>After School Program</u> One ESL teachers will provide direct instruction to the targeted ELL population for 3 hours and 45 minutes weekly for a duration of 36 weeks $1 \text{ teacher} \times 3.75 \text{ hours per week} = 3.75 \text{ hours per week} \times 36 \text{ weeks} = 135 \text{ hours total}$ $135 \times 49.89 \text{ (per session rate w/fringe)} = \\$6,735.15$</p> <p><u>Saturday Academy</u> 1 ESL teachers will provide instruction to ELLs in the Saturday Test-prep Academy for two 2-hour classes for 20 sessions. $1 \text{ teacher} \times 5 \text{ hours} \times 20 \text{ sessions} = 100 \text{ hours total}$ $100 \times 49.89 = \\$4989.00$</p> <p><u>Professional Development</u> The two Title III teachers will facilitate 6 1-hour session of professional development $2 \text{ teachers} \times 6 \text{ hours per session} = 12 \text{ hours}$ $12 \times 49.89 = \\$598.68$ Three teachers who offer services to title 3 students will participate in 6 1 hour session of professional development from ESL teachers. $3 \text{ teachers} \times 6 \text{ hours} = 18 \text{ hours}$ $18 \times 49.98 = \\$898.02$</p>

Purchased services - High quality staff and curriculum development contracts.	None	None
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$279.15	Supplemental literacy software for differentiation for after school and Saturday Academy.
Parental Outreach	\$1,500	One certified teacher will provide English instruction to the parents of title III students on Saturdays. 1 teacher X 12 sessions for 2.5 hours each 2.5 hours X 12=30 hours 30 hours X \$ 49.98 = \$ 1499.40
Total	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

According to the data collected from the language survey and Board of Education data, approximately 46% of our parents' native language is a language other than English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Spanish is the language of the vast majority of non-English speaking parents. French, Bengali, Twi and Fula are the other languages spoken by parents.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All school letters and other materials are translated by in-house staff into Spanish; where necessary, external services are utilized.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Bilingual personnel are always ready to provide translation services in Spanish. One staff member speaks limited French. Our parent coordinator speaks Spanish and Dutch; where necessary, external services are utilized such as at Parent Teacher Conference, Parent Association meetings and graduation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that translation services are available if needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	427810	80900	508710
2. Enter the anticipated 1% set-aside for Parent Involvement:	4278	809	5087
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	21388	*	
4. Enter the anticipated 10% set-aside for Professional Development:	42781	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Information about needs assessment can be found on the following pages- 11-17

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

The Bronx High School of Business is committed to hiring and retaining only highly qualified teachers as defined by NCLB

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil personnel services, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Information about professional development can be found on the following pages:14-17, 26,

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The Bronx High School of Business is committed to hiring and retaining only highly qualified teachers as defined by NCLB

6. Strategies to increase parental involvement through means such as family literacy services.

The Bronx High School of Business seeks to increase parental involvement, as outlined on pages 13, 14 and in the Parental Involvement Policy and the School Parent Compact.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

We are committed to involve teachers as is outlined on the following pages 14,15, 17

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students are encouraged to attained proficiency as is outlined on the following pages:19, 20,21, 23, 24, 25,26.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Bronx High School of Business coordinates and integrates federal, state, and local programs as outlined on pages 19,20, 22, 23, 24,25, 27, 28

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	427,756	<input checked="" type="checkbox"/>	10, 11, 15,17, 20, 22, 24, 26, 28, 29,38,50
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80,874	<input checked="" type="checkbox"/>	11, 38
Title II, Part A	Federal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal				15,000		31,32,33,34,35
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	√			3,673,314		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil personnel services, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI Improvement Year 1 **SURR³ Phase/Group (If applicable):** PLA

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The areas identified for improvement are ELA and Math.

The literacy and numeracy performance level of our incoming grade nine students is one of the academic factors which negatively affect the school’s performance on the state assessments. 95% of incoming grade nine students’ performance has a classification of “low” or “middle”. Our large ELL population (22.7%) and Special Education population (22.7%) are continuing challenges we face in increasing state scores in ELA and Mathematics.

The following is a description of the academic areas of weaknesses of our students-

English Language Arts

Conventions of Standard Written English

- Punctuation of simple and compound sentences
- Capitalization
- Spelling
- Grammatical construction

Reading and Writing For information

- Analyze and synthesize information
- Analyze and interpret data

Determine importance

Reading and responding to literature

Analyze and respond to poetry

Analyze literary techniques and elements in works of literacy

Respond to literature using literary techniques and elements

Developing Ideas

Using relevant and accurate information to develop an idea

Using relevant and accurate information to support an opinion

Selecting appropriate texts and evidence to build an argument

Using transitions to organize a well developed argument

Mathematics

Literacy

Weak reading and comprehension skills

Reading stamina- students lose focus and interest quickly. They get tired and give up; often leaving open ended questions blank.

Weak Problem Solving Skills

Students have problems reading and understanding what a problem is asking.

Students struggle with making a plan mentally on how to solve problems.

Students experience difficulties with selecting a problem solving strategy.

Students struggle with organizing data and identifying important information.

Lack of Practice

Students do not do homework enough and often do it quickly to get it over with. They do not work enough on their own (outside of school) to develop the procedural and conceptual skills necessary to succeed. This lack of practice leads to weak student development on topics. The 47 minutes per day is often the only time they are engaged in mathematics.

4. Conceptualizing & Synthesizing

Students are able to learn math topics in isolation and do well, but they are not able to synthesize all the information from many topics. They get overwhelmed by seeing many topics presented together on assessments. They also struggle with problems that involve more than one mathematical concept

5. Foundational Math Skills

Students lack a grasp of number sense and operations. The skills that are tested on GED exams and those taught during the 6th, 7th and 8th grade are missing except in our better performing students (25 - 33%). Some basic examples of these foundational skills include the following:

Numbers & Operations
Fractions & Decimals
Percentages
Exponents & Roots

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Focused Intervention

The curriculum will be analyzed to identify if the curriculum is addressing the weaknesses identified and if it addresses the standards that are most frequently tested on the Regents exams. The curriculum will be revamped to better address intense Regents practice at all grade levels. Teacher teams will analyze the benchmarks for each unit of instruction to make sure that they are aligned with the standards that are tested in the ELA and Math Regents. Assessments will mimic the format, content and skills of the ELA and Math Regents examination.

Teachers will participate in professional development geared towards teaching and grading the four parts of the ELA Regents and the Math Regents. The school will add an additional period of Regents tutoring to the menu of Academic Intervention Services (AIS). We will continue to work with our School Support Network to improve literacy across the content areas.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The Title one funds have been spent on the following professional development series and activities.

Benchmarking Pd- This series of professional development is deemed relevant because at its core is the focus on identifying and establishing specific and clear expectation for curriculum units. Teachers work in teacher teams to analyze state standards and assessments. They are developing ‘benchmarks’ for each unit of instruction for grades 9 and 10. These benchmarks mirror the expectations of state assessments and standards.

Smart Board PD- This PD series continue to help teachers become proficient with the use of technology to enhance and differentiate instruction and increase the engagement of students. It is especially helpful for our visual learners.

Curriculum development-Teachers were trained to incorporate real life demands into their Social Studies and Literacy curriculum through the use of a career development unit.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

The school will expand its mentoring program by creating a formal inter-visitation schedule. Less experienced teachers and teachers who are less successful will be scheduled to visit the classroom of teachers who are successful at helping students pass state and school based assessments.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The Principal will notify parents and guardian of its status through the use of letters translated in the native language of parents. The Principal will host meetings with the SLT and Parent Association to discuss the school’s status. Translators will be present at these meetings.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Comprehensive

SURR Group/Phase: Year 1 **Year of Identification:** 1 **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
Joint Intervention Team will visit February 15 and 16, 2011.		

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are 12 students in temporary housing
2. Please describe the services you are planning to provide to the STH population.

We will continue to provide these students with opportunities to be just as successful as all other students. In addition, Students will be provided with free meals, free transportation, and the guidance department will conduct social outreach to the students and their families.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx High School of Business						
District:	9	DBN:	09X412	School		320900011412	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				85.5
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		109	102				
Grade 10		107	118				
Grade 11		126	92				
Grade 12		99	124				
Ungraded		2	3				
Total		443	439				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			91.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		74.2	81.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			21

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		47	51	Principal Suspensions			192
# in Collaborative Team Teaching (CTT) Classes		0	1	Superintendent Suspensions			25
Number all others		35	42				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			37
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			12
# receiving ESL services only		64	TBD	Number of Educational Paraprofessionals			13
# ELLs with IEPs		18	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			51	% fully licensed & permanently assigned to this school			97.1
				% more than 2 years teaching in this school			83.8
				% more than 5 years teaching anywhere			59.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.5	0.5	% core classes taught by "highly qualified" teachers	91.5		
Black or African American		35.7	36.2				
Hispanic or Latino		61.9	60.4				
Asian or Native Hawaiian/Other Pacific		1.8	1.8				
White		0.0	0.9				
Male		55.5	56.9				
Female		44.5	43.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good	v	Basic	Focused	Comprehensive	
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	55
Ethnicity							

American Indian or Alaska Native				-	-	-
Black or African American				-	-	
Hispanic or Latino				X	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				1	2	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	57.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	9.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	12.5	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	35.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



BRONX HIGH SCHOOL OF BUSINESS

Trinique Lizardi, *Principal*

Michael Barba, Joanna Giddings, Fay Brown, *Assistant Principals*

Mission – “Our mission is to provide students with opportunities for success through academic excellence.”

240 East 172nd Street
Bronx, New York 10457
Telephone: (718) 410-4060
Fax: (718) 992-5760

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

NOTE: Each school level Parent Involvement Policy must establish the school's expectation for parent involvement based upon the District Parental Involvement Policy. (Section 1118-Parental Involvement- (a) Local Educational Agency Policy – (2) Written Policy of ESEA)

Bronx High School of Business agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Bronx High School of Business will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
 - PTA Executive Board members will be involved with District personnel.
2. Bronx High School of Business will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a part of the School's Progress Report process
3. Bronx High School of Business will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following program:

School Leadership Team
4. Bronx High School of Business will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. A principal designee, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.
5. Bronx High School of Business will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following: the State's academic content standards; the State's student academic achievement standards; the State's and local academic assessments including alternate assessments; the requirements of Title I Part A how to monitor their child's progress and how to work with educators.
 - The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate. In addition, the school will help to foster parental involvement, by providing parent workshops and courses dealing with computer training and also set up special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners.
 - The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, assistant principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversation. Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner.
 - The school will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent

can understand; school letters are translated and ELL students are provided with native language letters of school events; translation services information are posted in the school lobby in the appropriate native languages.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school. This is accomplished by offering guidance services to parents during Saturday hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community, in order to address the needs of individual students.

PART IV ADOPTION Department of Education of the City of New York BRONX HIGH SCHOOL OF BUSINESS

Enrique Lizardi, Principal

This policy was adopted by Bronx High School of Business on 06/07/10 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010.

(Signature of Principal)

(Date)



High School of Business

di, *Principal*

a, *Assistant Principal*

Bronx, NY 10457

reet

Tel: 718-410-4060

Fax: 718-992-5760

SCHOOL-PARENT COMPACT

Bronx High School of Business and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-11.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Bronx High School of Business will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Progress reports will be mailed home six times very school year.

Student report cards are distributed 6 times a year and student promotion in doubt letters are sent home a minimum of twice a year.

- **provide parents reasonable access to staff. Specifically, staff will be available for**

consultation with parents as follows:

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;

- making sure that homework is completed;
- monitoring the amount of television my children watch;
- participating, as appropriate, in decisions relating to my children’s education;
 - promoting positive use of my child’s extracurricular time;
 - participating in school activities on a regular basis;
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
 - reading together with my child every day;
 - providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;
 - helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
 - supporting the school discipline policy;
- expressing high expectations and offering praise and encouragement for achievement;

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

(Describe the ways in which students will support their academic achievement, such as:

- *come to school ready to do our best and be the best;*

- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
 - *listen and follow directions;*
 - *participate in class discussions and activities;*
 - *be honest and respect the rights of others;*
 - *follow the school's/class' rules of conduct;*
 - *follow the school's dress code;*
 - *ask for help when we don't understand;*
 - *do our homework every day and ask for help when we need to;*
 - *study for test and assignments;*
 - *read at least 30 minutes every day outside of school time;*
 - *read at home with our parents;*
 - *get adequate rest every night;*
 - *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Bronx High School of Business will:

- *involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;*
- *involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;*
- *hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The*

school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State's high

academic standards, Bronx High School of Business will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving in issue of violations(s) of a Federal statute or regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 09	School Number 412	School Name Bx H.S. of Business
Principal Enrique Lizardi		Assistant Principal Fay Brown	
Coach type here		Coach type here	
Teacher/Subject Area Cabezas/ESL		Guidance Counselor Anne Cantor, Ebony Reid	
Teacher/Subject Area Delgado/ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Patricia Muller	
Related Service Provider type here		Other type here	
Network Leader Cass Conrad		Other type here	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	442	Total Number of ELLs	92	ELLs as Share of Total Student Population (%)	20.81%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Based on the administration of the Home Language Survey, students are given the LAB-R which is administered by a licensed ESL teacher. The scores on this assessment determine ESL status. The assessments are administered by a licensed ESL teacher. If translation services are required, they are provided. If students are identified as an English Language Learner, they are programmed for ESL classes. . The NYSESLAT is administered annually to ELLs to determine their proficiency levels. Parents are informed of the process involved and are informed of the various services that are available. Parents are informed via mail, conferences, PA meeting and SLT of the ESL program, assessment and academic intervention services that are available. The three program choices are explained to parents; parents are informed that the only program that is offered is ESL. To date, there is only one request for Bilingual Education. External and internal interpretation services are utilized to communicate with parents.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	11
SIFE	12	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	38

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	29	2	3	25	8	3	38		5	92
Total	29	2	3	25	8	3	38	0	5	92

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										21	29	15	18	83
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										1	0	1	1	3
Urdu										0	0	0	0	0
Arabic										1	0	0	0	1
Haitian										0	0	0	0	0
French										1	0	0	0	1
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										2	2	1	0	5
TOTAL	0	26	31	17	19	93								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

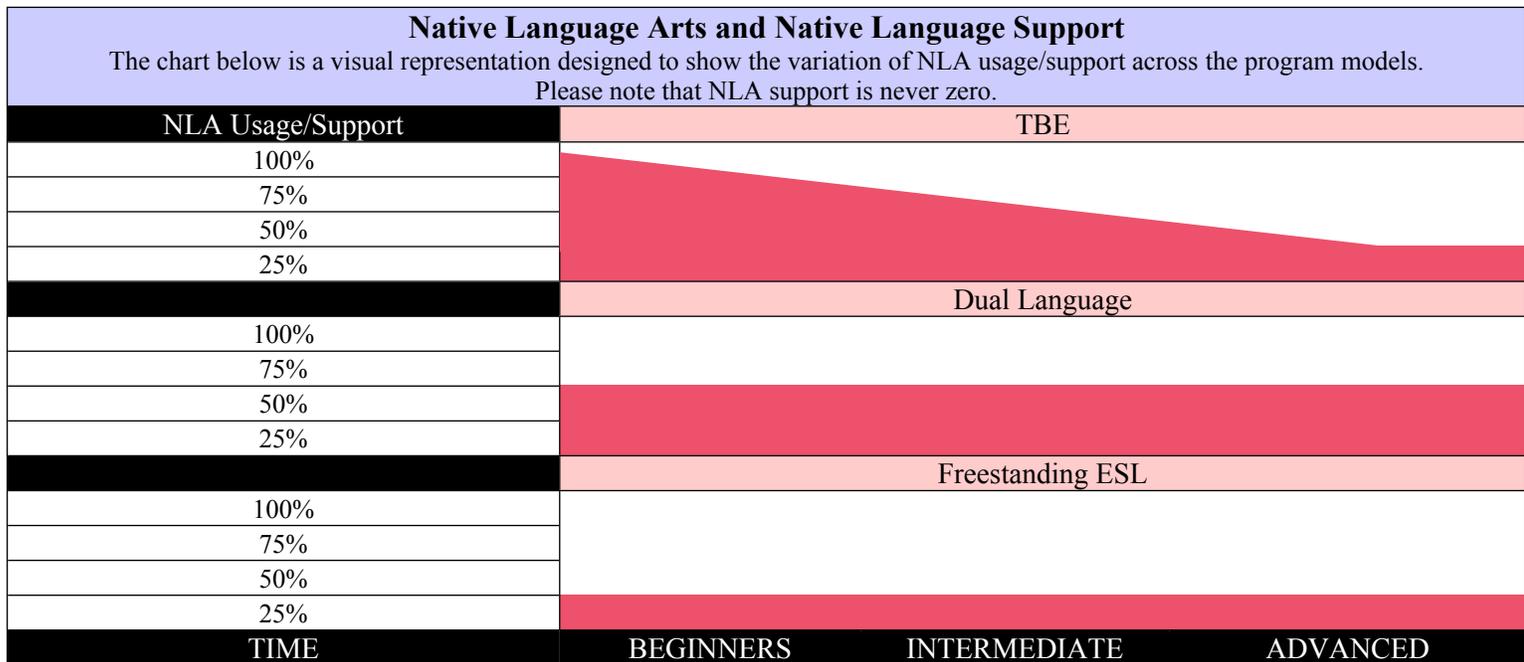
In grades 9 and 10 students are block programmed. In grades 11 and 12 students receive instruction using a pull out model. Students who demonstrate the skills of Beginning Level in English Language Learning are programmed for 540 or more minutes of ESL each week. Students who demonstrate the skills of Intermediate Level in English Language Learning are programmed for 360 or more minutes of ESL each week. Advanced students receive 235 or more minutes of English as a Second Language and 235 or more minutes of English each week. ELL students also attend a Saturday tutorial course, taught by one of our ESL teachers, and have access to tutoring both before and after school.

So as to accomplish their transition to high school with ease, newly admitted students are closely monitored by their guidance counselor, who provides the students, along with his or her parent, with an introduction to credit and course requirements. In order to help students adjust socially and academically in each class, teachers assign new students a “buddy.” These students are also invited to participate in our Saturday ELL Institute. Long-term ELLs receive similar services: they are monitored closely by their counselor and meet frequently with her; and they also receive supportive services after school and on Saturdays.

ELL students in Special Education, as per their IEPs, take self-contained ESL and NLA classes. Similarly, whenever warranted and as per state and city guidelines, students are referred to the school psychologist for evaluation and placement in Special Education. When students indicate, through their scores on the NYSESLAT, that they have attained proficiency, they are placed in non-ESL classroom blocks, but continue to remain eligible for accommodations on assessments, tutorial and AIS services. The principal personally congratulates those students who have attained proficiency, in order to make clear to them and to their peers our belief in the value of striving towards English language proficiency.

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All ELLs receive more than the mandated number of minutes required under CR Part 154. All students are strongly encouraged to participate in a Saturday academic intervention service institute.. This institute is taught by a trained ESL teacher who works with content area teachers to deliver ESL through content area courses. When students indicate, through their scores on the NYSESLAT, that they have attained proficiency, they are placed in non-ESL classroom blocks, but continue to remain eligible for accommodations on assessments, tutorial and AIS services. ELLs receive opportunities to make up deficiencies in credits and to receive enrichment classes. All classrooms are equipt with smartboard technology, and all teachers are trained to differentiate lessons and instruction for all students. Teachers are trained in the use of Achieve 3000 as a means of differentiating reading materials for students; all ESL teachers are mandated to use this program to provide accessible reading materials for students. So as to accomplish their transition to high school with ease, newly admitted students are closely monitored by their guidance counselor, who provides the students, along with his or her parent, with an introduction to credit and course requirements. In order to help students adjust socially and academically in each class, teachers assign new students a "buddy."

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is an ongoing process and will discuss pertinent information to support ESL students in the classroom. This will take place through professional learning activities such as demonstration lessons, study groups, network meetings, and common planning time. Some of the planned activities include but are not limited to the following:

- Analyzing the NYSESLAT Data
- Language Learning with technology
- Using ESL methodologies in the Content Areas
- Unpacking the NYSESLAT Examination
- Supporting ESL students via the Principles of Learning including accountable talk, academic rigor, and clear expectations

- Application of NYS Learning Standards for ESL Students
- Unit Planning
- Understanding by Design
- Achieve 3000 implementation
- Differentiated Instruction
- Servicing student with special needs

We have enrolled and will continue to participate in workshops sponsored by CUNY and other organizations to better teach the regents to ELLs. According to our Title 3 plan, we will continue to provide professional development to content area teachers on the use of ESL methodology.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We recognize that parental involvement is a crucial aspect of students' achievement. Parents of ELLs are invited to become active members in the Parent Association and SLT. Translation services are provided at these and all other meetings for parents whose first language is not English. Meetings are held at times that are convenient to the vast majority of parents. Our Parent Coordinator is bilingual and helps in the communication with our parents. All written and verbal communication is translated to meet the needs of parents.

As outlined in our Title 111 plan, parents are provided with classes on selected Saturdays to improve language acquisition and computer skills. These classes are in response to the needs assessments conducted at PA meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	6	1	0
	I										5	3	0	2
	A										11	10	2	5
	P										8	11	14	9
READING/	B										12	6	0	0

WRITING	I										8	14	7	11
	A										7	9	10	5
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	38		11	
Math	21		1	
Math				
Biology	43		6	
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	18		4	
US History and Government	31		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The data shows that 79% students are performing above the intermediate level in the listening and speaking section of the exam. Students are performing less favorably on the reading and writing section (37%).

Students' NYSESLAT scores imply that more explicit instruction in writing is needed. It is essential for teachers to develop students writing skills, speaking skills, reading skills and listening skills so they may meet with success on the NYSESLAT. Additionally, student must master these skills in order to produce complex compositions that are needed for New York State Regents Exams. Students need to receive rigorous instruction in comprehending principles and concepts in content area as well.

Teachers monitor the performance of students on the periodic assessments. Teachers examine the item analysis and look at the questions that students are having difficulty answering. Teachers use these results as a gauge for AIS and mini lessons.

The results the data have the following implications

- The results indicate that we need to increase the opportunity for students to engage in literacy both in their native language and in English
- Students need to be exposed to literacy in all subjects areas
- Additional professional development is needed to help teachers differentiate instruction for the different levels of proficiency.
- Parents and students need to be more informed of the importance of sitting for the exam.
- Non- ESL teachers need additional professional development on implementing ESL strategies in their lessons.
- ELL students are scheduled for a special writing course in order to help them improve composition skills and gain mastery over grammatical and mechanical structures.
- ESL teachers provide students with intensive preparation for the four parts of the ELA Regents Examination.
- ELL students are referred to AIS tutorial classes, taught by licensed ESL teachers, during Saturday School.
- ESL teachers use balanced literacy methodology, and follow the standard Ramp-Up lesson plan, to equip students with the reading strategies necessary to comprehend written material.
- A special component of our program is that ESL teachers, in addition to providing double-period instruction in ESL, co-teach students' subject area classes, as literacy and ELL specialists. In this fashion, they are able to provide students with content-area support in reading and writing and, when necessary, to help content-area teachers diversify instruction in order to address the needs of English Language Learners.

The progress of ELLs is measured by the progress that they are making on school based and state assessments. All four modalities are considered when we are measuring progress.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		