



BRONX GUILD

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: BRONX GUILD
ADDRESS: 1980 LAFAYETTE AVENUE
TELEPHONE: 718-597-1587
FAX: 718-597-1371

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320800011452 **SCHOOL NAME:** Bronx Guild

SCHOOL ADDRESS: 1980 LAFAYETTE AVENUE, BRONX, NY, 10473

SCHOOL TELEPHONE: 718-597-1587 **FAX:** 718-597-1371

SCHOOL CONTACT PERSON: Sam Decker **EMAIL ADDRESS:** SDecker@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sam Decker

PRINCIPAL: Sam Decker

UFT CHAPTER LEADER: Noel Parish

PARENTS' ASSOCIATION PRESIDENT: Denise Ortega

STUDENT REPRESENTATIVE:
(Required for high schools) Rebecca Comacho

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** CFN 403

NETWORK LEADER: MARISOL BRADBURY/Marie Rousseau

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/ronlyres/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
Sam Decker	Principal	Electronic Signature Approved.
Al Sylvia	Admin/CSA	Electronic Signature Approved. Comments: yes I signed the hard copy
Jeff Palladino	Admin/CSA	Electronic Signature Approved. Comments: x I signed the hard copy
Dino Martinez	DC 37 Representative	Electronic Signature Approved. Comments: yes I signed the hard copy
Joan Ruley	UFT Member	Electronic Signature Approved. Comments: yes Signed hard copy
Noel Parish	UFT Chapter Leader	Electronic Signature Approved. Comments: yes I signed the hard copy

* 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 Guild is one of two Big Picture Schools in New York City, and part of a nationwide network. We believe students learn best when they start from their passions and interests, and have engaged adults involved in their learning.

Our students devise their own learning plans, which incorporate New York State Standards as well as our own. Instruction is individualized, though we hold collective learning goals. Students devise multi-discipline projects to earn the 44 credits required for graduation, as well as incorporate the high leverage skills and content needed to pass the 5 required Regents exams. In addition, our students are required to obtain an internship in an area that interests them, and to build an academic project that springs from the internship. We have students at over 180 internship sites across the city, ranging from Law Offices to State Senators, to restaurants, to auto repair shops.

Our students remain with the advisory for the entire school day, when they are not at internship. They also remain with their advisor for all 4 years of high school. The advisor is responsible for facilitating the student's learning, by helping to design and implement the learning plan, as well as attending to the student's personal and emotional growth. Advisors are supported by learning specialists in math, science, and learning styles for students with IEPs.

Different grades are on internship on different days of the week. We encourage Advisors to use New York City as a resource, and we have relationships with many service organizations like Rocking the Boat, Greenfab and Cityyear. Because of this we never have the whole school in the building at one time. We have a daily schedule for when advisories are in school, but no set periods and no bells. Our school day starts at 8:30 and goes to 3:00, except on Wednesday when we dismiss at 1:00 so teachers can participate in 2 hours of professional development. The day is a mix of Whole class and small group content instruction in core subjects, and independent work time.

Students create and track their learning on our web based learning plan data-base. Students create a plan for at least 5 academic credits a semester. Students present their projects to an audience of peers, teachers, family and mentors four times a year. This is both a celebration and an assessment of student learning. We have target Regents for all grades: 9th is U.S. History and Algebra; 10th is Living Environment and Geometry; 11th, Global and ELA. Students can attempt Regents whenever they, and we, feel they are ready, regardless of the target.

Students have the opportunity to take college classes, both here and on college campuses (approximately a third of our students take college classes).

The Bronx Guild serves students with a diversity of learning styles, backgrounds and educational needs. We strive to hold true to our model while providing a quality education that will allow our students to have real choices about their life after high school.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Bronx Guild									
District:	8	DBN #:	08X452	School BEDS Code:						
DEMOGRAPHICS										
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		75.1	80	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	0	0	0		92.4	93.40	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		69.2	69.2	83.7			
Grade 8	0	0	0							
Grade 9	101	89	87	Students in Temporary Housing - Total Number:						
Grade 10	74	97	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	43	72	90		3	23	TBD			
Grade 12	89	47	68							
Ungraded	1	0	0	Recent Immigrants - Total Number:						
Total	308	305	320	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					5	3	1			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	0	0	0	Principal Suspensions	11	17	TBD			
# in Collaborative Team Teaching (CTT) Classes	60	63	71	Superintendent Suspensions	11	3	TBD			
Number all others	2	4	4							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	28	22	28	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	3	8	Number of Teachers	25	26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	5	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	28	42.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	12	23.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	60	65	TBD
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81	92.3	TBD
Black or African American	38.3	35.7	35.6				
Hispanic or Latino	56.8	59.7	59.1				
Asian or Native Hawaiian/Other Pacific Isl.	2.6	3.6	4.1				
White	2	0.7	0.6				
Multi-racial							
Male	47.4	43.9	44.4				
Female	52.6	56.1	55.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1 Basic <input type="checkbox"/>	<input checked="" type="checkbox"/>						
Comprehensive <input checked="" type="checkbox"/> Focused <input type="checkbox"/>							
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			Y

Math:		Math:	X
Science:		Graduation Rate:	Y

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				Ysh	X	√	70
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White						-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				Ysh	X		
Student groups making AYP in each subject				2	0	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	C	Overall Evaluation:	√
Overall Score	49.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	14.1	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	23.9	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	2	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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 schools 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?

Whenever Bronx Guild Alums come back to our school to visit from college, I always ask the same questions: how are you doing as a collegestudent in terms of managing the work, what did we do right that really helpsyou, and what should we have done better? The answers are pretty much all the same: College isn't such a drasticchange because I already know how to work independently, know how to find adults to mentor me. I can manage the workload. However, you should have taught me how to write better, read beyond my comfort level, and we should have donemore math.

This also sums up, rather simply, the information we received from various agencies that have monitored our progress as a school. Our school report card has shown a steady upward trend in almost all areas over the past four years, but we feel more urgency to improve student progress. In the 2009/10 school year we increased the number of students earning 10+ credits in the first year from 52.7% to 70.2%; in the second year from 50.8% to 54.5%; in the third year from 48.9% to 56.4%. We also increased credit accumulation in our lowest third population in the second and third year: second years went from 48.4%to 50.0%; and third years from 38.1% to 53.6%. While this shows that we are on the right track, we obviously need to further capitalize on this upward trend and make sure more students are completing projects and earning enough credits to stay on trackfor graduation.

Likewise we have shown improved Regents success in all areas. Our weighted pass rates for 2009/10 show that we increased our ELA pass rate, from .81 to .94; our math rate from .85 to .94, and our science rate from .68 to .84. In Social studies, however, we went from .48 in U.S. History, to .84; in Global we went from .36 to .65. While this continual improvement is encouraging, we need to continue our progress

In spite of our increase in Regents Math passing rates, we were still designated in 2008/09 as a School In Need of Improvement, year one, for failing to make our AYP in Math among our disadvantaged students. In 2009/10 we did make AYP in Math, for all our students, as well as ELA.

To continue closing the achievement gap we have institute a structured Math program across all 4 grades, which we will continually assess using a variety of interim benchmarks and assessments, and adjust as needed. Our challenge is continue building a math curriculum that marries with our emphasis on project based work and real world application, and at the same time to build the foundations that students need to be prepared for college and participate in the world as math thinkers.

Because of the nature of our program, specifically the internship component, our students have rich rewarding experiences that few high school students have, such as working for lawyers, politicians, entrepreneurs. We continue to mine this experience as a rich learning opportunity for our students. For instance, at Greenfab, an internship site run by the National Science Foundation and MIT, we have 65 students who are learning new technology aligned with cutting edge science in the new Green economy. We are working to leverage this for a higher success rate on Science Regents, and use it as a model of connecting all internships to the skills and content needed for high school graduation and beyond. Currently 79% of our students have an internship and will develop Learning Through Internship projects. Our challenge is to continue to find ways to deliver and reinforce basic skills that allow students to read texts beyond their comfort levels, write in variety of structured academic modes, and problem solve using a menu of mathematical strategies. A team of faculty and staff are participating in a collaborative Inquiry model to study how we can leverage internships into academic gains of 2 credits a semester for each student, as well as preparing students for Regents. We don't want to do this for the sake of passing tests, however, but in ways that are connected to relevant, real world learning.

In addition to our internship sites, one third of our student population is enrolled in a college course. We are collaborating with Bronx Community College, Hostos College and City College to not only prepare our students for college, but to send them from high school with transferable college credits. Classes are held either on college campuses, or at the Bronx Guild (10th graders). In addition, we are partnering with the CUNY College Access and Success Program which targets students who have not met the traditional benchmarks of college readiness to help students with basic skills that may keep them from not only entering college, but thinking of themselves as potential college students. Data shows that 91% of our students who entered SUNY or CUNY had to participate in some sort of remediation. By having students participate in college classes before graduation, and developing a structured curriculum aligned to the CUNY/SUNY entrance exams, we hope to substantially lower this number, and ensure college success for all our students.

In spite of our challenges, we are an optimistic and dedicated community of learners who take great pride in our school. Students speak of the school positively, and form strong relationships with the adults. Students understand that we do things differently here, not only in our learning methods, but in how we interact with each other. Older students mentor younger students, and practice and model mediation as a problem solving skill. New students quickly learn that "respect" is our strongest word, and that give it and expect it in all of our interactions. While our community is one of the poorest in the nation, with many of the problems associated with urban poverty, our school is a safe and caring place. Because we view discipline as a learning and teaching opportunity instead of a punitive action, we have a low rate of suspensions and reported incidents.

Our support staff take on many roles in educating students and helping create our environment. School aides act as Deans and counselors. One school aid runs a support group for girls, in addition to her day to day mentoring, and one teaches mediation and problem solving techniques to students with anger and personal control issues. All support staff serve as mentors on Student Gateway Committee or Senior Thesis Project Committee. Our new teacher/rookie Strand Mentoring program has improved the readiness of new teachers, and involves experienced Bronx Guild teachers as well. 85% of our teachers are highly skilled in the Big Picture/Bronx Guild model; the remaining teachers are committed to improving their teaching and learning in this model. All teachers take part in curriculum development and school wide goal setting as well as personal professional development. Family members are welcomed with an open door policy. Visitors remark on our warm and welcoming environment; we all work hard to achieve what we value.

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.

Annual Goal	Short Description
<input type="checkbox"/> Implement structured curriculum in 9 th and 10 th grade to achieve instructional coherence in target Regents subjects in U.S. History, Algebra, Geometry and Living Environment. 90% of teachers will successfully implement new curriculum based on their quarterly learning objectives and benchmarks.	<input type="checkbox"/> Implementation of structured curriculum
<input type="checkbox"/> 75% of students will participate in quarterly presentations of learning that follow a structured protocol and rubric in order to demonstrate deeper learning of content and progress towards graduation.	<input type="checkbox"/> Students will present learning quarterly
<input type="checkbox"/> Implement structured coaching of teachers to increase credit accumulation through Learning Through Internship (LTI) Projects. For the 2010/11 academic year 41% of students will earn 2/5 of their academic credits through the LTI project, up from 33%.	<input type="checkbox"/> Increase number of academic credits earned through LTI projects
<input type="checkbox"/> Increase graduation rate from 64% to 68 % in 2011.	<input type="checkbox"/> Increase graduation rate

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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Implement structured curriculum in 9th and 10th grade to achieve instructional coherence in target Regents subjects in U.S. History, Algebra, Geometry and Living Environment. 90% of teachers will successfully implement new curriculum based on their quarterly learning objectives and benchmarks.</p> </div>
<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><input type="checkbox"/></p> <p>Implement 2 year Algebra/Geometry Curriculum in 9th and 10th grades.</p> <p>9th grade students will follow uniform algebra curriculum, taught by advisor with support from math coach.</p> <p>9th grade teachers will meet weekly with math coach to plan math lessons and assess student progress.</p> <p>9th grade students will be assessed daily, through exit questions, weekly through quizzes and homework assignments using the excel software tracking program, through quarterly quizzes, and with acuity and Regents predictives.</p> <p>10th grade students will be divided into three sections: Geometry for those who passed the Algebra Regents; accelerated algebra for those who can pass in Jan; developmental algebra</p>

for those who need another year reviewing basics.

10th grade teachers will meet weekly with math coach to plan math lessons and assess student progress.

10th grade students will be assessed through variety of methods used for 9th grade students, but tailored to specific area of math focus.

Implement year long thematically based U.S. History curriculum in 9th grade.

9th grade teachers will meet weekly to plan lessons and pacing, and look at student work.

9th grade students will be assessed through writing assignments, periodic quizzes, quarterly tests, independent projects and mock Regents exams.

9th grade teachers will develop criteria/rubrics to indicate which students can sit for June, 2011 Regents.

Implement year long Living Environment curriculum in 10th grade.

10th grade teachers will meet weekly with science coach to plan and assess student progress.

10th grade students will be assessed through a combination of homework, writing assignments, lab reports, quizzes, quarterly exams, mock Regents and independent student projects, including demonstration of use of scientific method.

PD will address differentiation of instruction for all learners through monthly workshops provided by CFN2 network support staff, Big Picture Learning consultants and school based Learning Specialists.

Teachers will provide quarterly learning goals for targeted Regents subjects and be provided with bi-weekly written feedback from coaches and school leadership team.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> purchase excel math program for all students</p> <p>purchase algebra and geometry texts and teacher materials</p> <p>per session pay to develop U.S. History curriculum</p> <p>per session pay to develop Living Environment curriculum</p> <p>Hire math instructor/specialists for Geometry and higher level math</p> <p>Schedule math classes</p> <p>Schedule weekly grade team/subject area planning sessions</p> <p>Acquire Big Picture coaching on differentiation of instruction</p> <p>Acquire network support on differentiation of instruction PD sessions</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><input type="checkbox"/> student quizzes</p> <p>quarterly exams</p> <p>acuity assessments</p> <p>Regents predictives</p> <p>Student projects</p> <ul style="list-style-type: none"> • Writing samples in variety of genres • teacher notes • written observations of teacher implementation of quarterly learning objectives

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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 75% of students will participate in quarterly presentations of learning that follow a structured protocol and rubric in order to demonstrate deeper learning of content and progress towards graduation.</p>
<p>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></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Development and implementation, by grade teams, of a new rubric which captures what students learned, how they learned and why their learning is important for Presentations of Learning (POLs) • Alignment of POL rubric with learning Plan Goals and project development learning goals. • Professional development and coaching sessions to focus on the goals and structures of POLs • Develop a system of inviting and involving families and mentors to attend and participate in POLs as active audience and assessors • Target population: whole student body • Quarterly presentations (twice a semester) • Responsible staff: Leadership team for professional development and oversight; teaching and support staff to implement

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Dedicate money for professional development and interaction with other Big Picture Schools • Title 1 funds for parental involvement
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • 25% increase in assessment scoring on POL rubrics from 1st quarter POL to end of year POL • Increase in credit accumulation, Regents pass rates, LTI credits and an increase in POL assessments • 25% increase in parental participation in POLs • 10% increase in mentor participation in POLs

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Implement structured coaching of teachers to increase credit accumulation through Learning Through Internship (LTI) Projects. For the 2010/11 academic year 41% of students will earn 2/5 of their academic credits through the LTI project, up from 33%.</p>
<p>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></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Implement new LTI /mentor meeting tracking system • Implement new coaching system using data from the LTI mentor meeting tracking system • All teachers will meet weekly with instructional coaches to plan LTI projects and assess student progress • Instructional coaches will perform site visits weekly with teachers and provide feedback on LTI project development • Implement structured use of Roadtrip Nation curriculum in all 9th grade classes for first quarter project development

	<ul style="list-style-type: none"> • Implement new LTI assessment system including academic criteria and rubrics • Internship Coordinator and parent Coordinator schedule meetings with families students have not obtained an internship by mid October • Implement new project development tool that detail academic credits in LTI projects
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Scheduling site visits • Working with Big Picture Professional Development teams • Working with Eagle Rock Professional Development team • Professional Development from Roadtrip Nation staff • Purchase Roadtrip Nation curricular materials • Allocate money for Increased tracking of LTI data
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> • Learning Plans indicating LTI project created with clear academic criteria • Quarterly progress reports • Quarterly Presentations of Learning detailing LTI project progress • Data detailing mentor interactions and project development from LTI meeting tracking system • Student LTI projects • Teacher notes/tracking data • Coaches observations/tracking systems

Subject Area
(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Increase graduation rate from 64% to 68 % in 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><input type="checkbox"/></p> <ul style="list-style-type: none"> • Implement academic interventions in summer 2010; credit recovery and august Regents • Develop after school Regents subject specific tutoring for 2011 cohort members who still need to pass Regents • Develop Saturday subject specific tutoring 2nd quarter of each semester • Home visits from attendance team for students who have attendance below 90% • Schedule interviews with school social worker and parents of students who are in danger of not graduating • Students who are undercredited will take college classes at BCC and on site to increase credit accumulation and encourage post high school planning • Specific focus on post high school planning as part of quarterly POLs • Parent workshops for both helping students finish graduation requirements and post high school planning
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Title 1 funds for teacher per session for after school and Saturday school • Title 1 funds for parent workshops • schedule attendance team home visits • schedule social worker/leadership team/parent meetings for struggling students • summer school planning specifically for struggling 2011 cohort students • schedule BCC college classes both on site and at BCC • 12th grade team reviews student progress during weekly planning sessions
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Quartler POLs show progress towards graduation • after school/Saturday school attendance records • Student work shows progress towards Regents subject content/skill mastery • Student learning plans indicate pre-planning towards graduation requirements • 12th grade team tracking system, monitored by 12th grade coach

- College office tracks student progress towards graduation with post high school plans

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

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	59	61				7	10	6
10		12	1	9			5	
11	2	24	25	13	60	20	25	11
12	24	33	43	46	50	17	21	12

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Small group and individual tutoring, either push in or pull out during school day, during time designated as project time. Regents prep once a week. After school tutoring. Saturday Regents prep.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Small group and individual tutoring, either push in or pull out, during time designated as independent project time. Math specialist available during day and after school for tutoring. Regents prep once a week, and after school. Saturday Regents prep.</p>
<p>Science:</p>	<p><input type="checkbox"/> Small group and individual work with crew leaders and science specialist. After school tutoring. Regents prep after school. Saturday Regents prep.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Small group and individual tutoring with advisor. After school tutoring. After school Regents prep. Saturday Regents prep.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Juniors and seniors meet with guidance counselor for post high school plans, including college counseling.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> School psychologists provide evaluations and assessments for proper services, including mental health, health related and learning specialists.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> After reviewing student's profile during PPR meetings, students are referred to the school psychologist for assessment and evaluations to determine proper services to be rendered. Students also referred to Bronx Lebanon Clinic for mental health services. School Social Worker run counseling groups to meet a variety of needs of the students.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Students are referred to meet with the social worker through discussions held during our school tone meetings which take place once a week, or by teachers. social worker and social work interns conduct anger management groups, boys and girls groups, LGBT groups. The</p>

social worker and social work interns have regularly scheduled appointments with students.

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)** 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 **OPB/SED** by the manner 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.

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

None We do not receive Title III funds

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 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

None. We do not receive Title III funds

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).

Section III: Title III Budget

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.

<u>Attachment A: Student and School Information.</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Number of Students to be Served Professional salaries (schools must account for fringe benefits) LEP na Non-LEP na - Per session - Per diem	na	<input type="checkbox"/> None. We do not receive Title III funds.
Number of Teachers na Other Staff (Specify) na Counselors, support staff, and curriculum development contracts	na	<input type="checkbox"/> None. We do not receive Title III funds.
Supplies and materials na Instructional materials Language Instruction Program	na	<input type="checkbox"/> None. We do not receive Title III funds.

- Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)	na	<input type="checkbox"/> None. We do not receive Title III funds.
Travel	na	<input type="checkbox"/> None
Other	na	<input type="checkbox"/> None
TOTAL	0	

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.

We use the home language report 452 (RHLA) and ARIS to assess what languages are spoken in home as well as a student's English language status. We have determined that 228 of our families speak English in the home, 1 speaks French, 1 French-Creole, 1 Korean, 1 Luganda, and 5 Bengali (Bangla) and 89 Spanish. In addition, we do home visits, and all advisors meet with parents when students first come to our school. We have faculty and staff who speak various languages who help with translation, both written and spoken. When needed, we use DOE provided translators.

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.

We have been successful in communicating with all of our families, either through our staff and faculty, or through DOE provided translators. However, our Bengali population is growing and we will need more consistent help with written Bangla.

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.

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.

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>.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$157,295	\$218,835	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,573		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,865	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$15,730	*	

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 2009-2010 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.

All of our teachers are highly qualified.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

Family College Preparation which includes Financial Aid Workshops and College visits.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

It was provided 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.



The school is constantly assessing the needs of the community through a variety of measures. We use ARIS to track student performance, and provide a variety of assessments, including Acuity and DY0 to track student learning. Students are required to present their learning 4 times a year in Presentations of Learning. Each work grade teams meet for 2 hours to assess student work and progress. Teachers meet with learning specialists and mentors to track and discuss student progress. The school leadership team meets weekly to strategically plan using all available sources of data. The Deputy Network Leader for the Bradbury Network meets with the principal and assistant principals weekly to look at progress towards graduation state and city data and help plan.

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

3. Instruction by highly qualified staff.

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

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

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

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.

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.

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.

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 specifically 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>I.e., Federal, State, or Local</i>)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) 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 goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			157295	True	na

¹**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.

²**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.

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.

Please see annual school goals and action plan.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Please see annual school goals and action plan.

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;

Please See Annual School Goals and Action Plan. In addition, extended tutoring is available from 3-5daily. Internship sites and mentors are also enlisted. Please see School Profile.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and



Please See Annual School Goals and Action Plan. In addition, extended tutoring is available from 3-5daily. Internship sites and mentors are also enlisted. Please see School Profile.

c. Minimize removing children from the regular classroom during regular school hours;

Learning Specialists work with students in classroom during independent work time.

4. Coordinate with and support the regular educational program;



School wide Counseling team consisting of School Social Workers, Guidance Counselor, Administration and Counseling Team coordinate Federal, State and local services and programs, with assistance from Internship Site Mentors, teachers and others as needs and opportunities indicate.

5. Provide instruction by highly qualified teachers;

All teachers are highly qualified.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Please see school goals and action plan. In addition, professional development is provided by Big picture and CFN network.

7. Provide strategies to increase parental involvement; and



Please see Appendix B, Part B of Title I School Parental Involvement Policy and School Parent Compact.

8. Coordinate and integrate Federal, State and local services and programs.



School wide Counseling team consisting of School Social Workers, Guidance Counselor, Administration and Counseling Team coordinate Federal, State and local services and programs, with assistance from Internship Site Mentors, teachers and others as needs and opportunities indicate.

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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Improvement (year 1) - Comprehensive **SURR PHASE / GROUP (IF APPLICABLE):** N/A
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 school did not make AYP for math for economically disadvantaged students in 2008/09.

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.

We have implemented a structured four year math focus, starting in the 9th grade, with all students taking Algebra. The curriculum follows the NY State performance indicators in Algebra. We have introduced Geometry to 10th graders who have passed the Algebra Regents, with NY State performance indicators guiding the curriculum. Upper grades are focusing on individually meeting the math needs of students, depending on past math credit accumulation and Regents test scores.

We have dedicated funds to hire two math specialists, 1 for 9th and 10th grades, and 1 for 11th and 12th. We are partnered with the NYC Math Project from Lehman College, and have a consultant who meets with us two days a week.

We have provided all students with an online Math software program for individual practice and tutoring. We have a math tutor after school every day.

We purchased class sets of Algebra and Geometry texts, as well as teacher resource materials and books.

We have weekly math meetings for all teachers of all grades, except 12th, for common planning and assessment.

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.

We provide 2 structured hours a week devoted to professional development, in house. In addition teachers are paid per session funds to develop curriculum and protocols for sharing best practices. Off site or outsourced PD is provided by BigPicture Learning, our CBO and model. In addition, teachers attend conferences and professional development workshops, such as CES conference, or workshops provided by the Cloud Institute, or CUNY CASP. We partnered with NYC Math Project to consult and provide PD.

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

We are partnered with the NYC Math Project from Lehman College and have a consultant who meets with us two days a week, for both teacher mentoring and class room observation and feedback.

We have two math specialists, one for 9th and 10th grade, and one for 11th and 12th grade. Specialists meet with teachers daily, plan weekly PD, teach specialized classes and provide tutoring and extra help to both teachers and students.

Grade teams meet weekly to plan and assess math pedagogy, and look at student work.

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.

Parents were notified via letters, through Parent Association meetings and in monthly newsletter.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
10
2. Please describe the services you are planning to provide to the STH population.
 We provide counseling and support for the student, and outreach from school social worker to families.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_08X452_021111-130627.doc

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	District 08	School Number 452	School Name THE BRONX GUILD
Principal SAM DECKER	Assistant Principal JEFFREY PALLADINO		
Coach Al Sylvia	Coach		
Teacher/Subject Area Jonathon Hull	Guidance Counselor Joan Ruley		
Teacher/Subject Area Sarah Moore	Parent		
Teacher/Subject Area	Parent Coordinator JUAN BENITEZ		
Related Service Provider Selena Garcia-Robles	Other		
Network Leader MARISOL BRADBURY	Other		

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	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	322	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	8.39%
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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.

New Students are identified as ELLs either through existing data in ATS or ARIS, or through interviews with student and family, within 10 days of admission. The initial assessment is done by admissions committee, and if further testing is needed the school's Learning Specialist, who is Bi-lingual Special Ed certified. NYSESLAT is administered by literacy specialists, and this year we will be assisted by an outside consultant.

Our school is an independent project internship based program that requires students to be on internship 2 days a week., with push in pull out language instruction during the three days students are at school. We also provide supplementary instruction as needed. We inform parents of our program in writing, in an informational evening for new parents, and during home visits. Historically parents choose to keep their students in our school, within our program.

As part of the admission process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an informal oral interview with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by the esl teacher who speaks the parent's native language or with the help of translator. If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed in a free standing ESL class. A letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program.

Parents are also shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible.

The Pupil Accounting Secretary is responsible for the administration of the Home Language Identification Survey. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission.

Given the options, parents have chosen free standing ESL classes, as it aligns with our school mission. Parents are brought in as partners with our internship and advisory program to be advocates for their child's education and help with language acquisition.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In								0		6	10	2	9	27
Total	0	0	0	0	0	0	0	0	0	6	10	2	9	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	1	4	1	0	11	1	6	27
Total	12	0	1	4	1	0	11	1	6	27

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

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										4	8	0	8	20
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										1	1	2	0	4
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	1	0	0	1
French										0	0	0	1	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
Yiddish										0	0	0	0	0
Other <u>LG</u>										1	0	0	0	1
TOTAL	0	6	10	2	9	27								

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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										4	8	0	8	20
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										1	1	2	0	4
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	1	0	0	1
French										0	0	0	1	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
Other										1	0	0	0	1
TOTAL	0	6	10	2	9	27								

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.

Paste response to questions 1-4 here

Certified ESL teachers are assigned as internship/academic support for students designated ESL. Teacher meets with students at least 2

times a week, and weekly with student's advisor to plan support. In addition students are provided with on-line language program software to work independently. The internship program is a rigorous program of research, writing, oral presentation and media studies that focuses on literacy development, done during the school day and is above and beyond mandated ESL services. Students designated as ELLs also receive college counseling and intervention in order to prepare for life after high school.

The Bronx Guild High School that currently provide instruction for a total of around 322 students. The school is located in the Bronx, and we share a building with 7 other schools in what was formerly the Stevenson High School campus, we share the cafeteria, gymnasiums and library with the other schools. Most of our students are from a low socio-economic background and so are eligible for free or low-cost lunches.

The number of ELL students is relatively small (22 students ranging from Grade 9 to Grade 12). We have adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in the majority of our classrooms, and have capped class size at around 30 students, and where possible have reduced that number even further. Currently 10 of our staff are fluent in Spanish, with 1 staff members fluent in Haitian Creole. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of these students.

12 of our ESL students receive special education services in accordance with the requirements of their IEPs. Content area teachers are also provided with copies of the IEPs so that they may become familiar with the special needs of those students who may have been programmed in their classrooms. Long Term ELLs receive extra support and tutoring.

We provide the ESL students with the mandated number of minutes as stated in New York State Chancellor's Regulations Part 154 through a process of inclusion, push in and pull out with esl teachers, teachers who speak the students native language, and mentors from the internship program.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

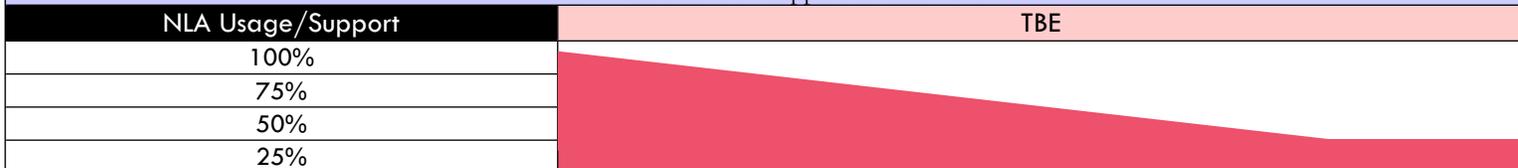
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Because the ELL population is small and ranging from Grade 9 to Grade 12, the Bronx Guild currently only offers a Push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms. In this way,
- Programming Special Needs ELLs in classes with a Para-Professional who is fluent in their first language and so is therefore capable of providing language support.

- Collaborative planning between the ESL and ELA teachers.
- Scaffolding in instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
- After-school tutoring programs and homework help
- Regular conferencing between ESL and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.
- Use of bilingual and ESL dictionaries and glossaries in the content area classrooms,
- Conferencing with ELLs in and out of classroom.
- Assessment through formal and informal assessments, and running records.
- Use of a variety of high interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
- Use of material to familiarize ELLs with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).
- Extended time opportunities for students such as after-school classes in ELA and Math content area classes.
- AIS through after school and Saturday Regents prep classes

In addition, students work with a mentor 2 days a week in internship where language learning is reinforced in real world, relevant work that includes an academic project.

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies and Science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exam papers and the text “Empire State NYSESLAT”. The ELLs are also programmed in Computer Technology Literacy classes where they are encouraged to use the search engines like Yahoo.com and Bing.com on the computer to find information relevant to their studies.

All ELLs (intermediate and advanced) are fully served according to the mandated number of instructional minutes to be provided. This is done through use of after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content teacher’s request, for individual attention.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive testing accommodations such as extra time, separate location and use of glossaries and dictionaries. This will continue as long the students need such accommodations but not for more than two years.

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)?

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.

At the Bronx Guild development for teachers is provided by the administrative staff as well as CFN Network support and collaborative

Grade Team Inquiry and professional development.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math, Social Studies and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- How to use ARIS and ACUITY Periodic Assessment to gather relevant data.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

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?

Paste response to questions 1-4 here

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs. We offer Rosetta Stone log ins to parents who want to learn English. We survey parents to evaluate needs.
- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.

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									2	0	0	0	2
Intermediate(I)										2	7	1	5	15
Advanced (A)										2	3	1	4	10
Total	0	0	0	0	0	0	0	0	0	6	10	2	9	27

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

	A											2	3	1	4
	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
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	4		2	
Math <u>Algebra</u>	7		4	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	6		2	
Physics	0		0	
Global History and Geography	4		0	
US History and Government	4		2	
Foreign Language	0		0	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Paste response to questions 1-6 here

The ESL program of this schools aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2010, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill, and somewhat stronger in Reading, while their greatest strength is in listening and speaking.

There will implications on the ESL instructional program based on the assessment of the NYSYSLAT 2010 as well as other assessment such as ACUITY, classroom exams, formal and informal observations, and the New York State tests in Mathematics, ELA, Social Studies and Science.

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
- Close collaboration between the ESL teacher and Content Area teachers on identifying and correcting specific deficiencies in individual students.
- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.
- Use of ESL dictionaries (The American Heritage English as a Second Language Dictionary), and glossaries in a print-rich classroom environment.
- P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities, as well as prepare for Regents exams.
- Academic intervention as required to foster students' academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in Mathematics.
- Providing opportunities for negotiating academic language in Mathematics, social studies and science.

All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

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.

Our Internship Program allows all our ELLs, regardless of proficiency, to use language in real world settings, aligned with relevant and rigorous academic problem solving.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Guild					
District:	8	DBN:	08X452	School		320800011452

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	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	0		75.1	80.0	83.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	89	87	78				
Grade 10	97	75	89				
Grade 11	72	90	67				
Grade 12	47	68	88				
Ungraded	0	0	0				
Total	305	320	322				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.4	93.4	95.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	69.2	83.7	83.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	23	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	3	1

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	0	0	0	Principal Suspensions	11	17	33
# in Collaborative Team Teaching (CTT) Classes	63	71	68	Superintendent Suspensions	11	3	2
Number all others	4	4	2				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	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	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	22	28	TBD	Number of Teachers	25	26	26
# ELLs with IEPs	3	8	TBD	Number of Administrators and Other Professionals	6	5	8

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

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
	4	1	24	% fully licensed & permanently assigned to this school	100.0	100.0	88.9
				% more than 2 years teaching in this school	28.0	42.3	65.4
				% more than 5 years teaching anywhere	12.0	23.1	23.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	60.0	65.0	76.9
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	81.0	92.3	85.2
Black or African American	35.7	35.6	36.0				
Hispanic or Latino	59.7	59.1	59.9				
Asian or Native Hawaiian/Other Pacific	3.6	4.1	3.1				
White	0.7	0.6	0.6				
Male	43.9	44.4	48.1				
Female	56.1	55.6	51.9				

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	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			Basic	Focused	Comprehensive
	Improvement Year 1					v
	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: v
Math:	Math: X
Science:	Graduation Rate: v

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				vsh	X	v	70
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White						-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				vsh	X	
Student groups making				2	0	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	UPF
Overall Score:	54.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	11.2	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	28.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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