



THE BRONXWOOD PREPARATORY ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: THE BRONXWOOD PREPARATORY ACADEMY
ADDRESS: 921 EAST 228TH STREET
TELEPHONE: 718-696-3820
FAX: 718-696-3821

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE.....	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot.....	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321100011514 **SCHOOL NAME:** The Bronxwood Preparatory Academy

SCHOOL ADDRESS: 921 EAST 228TH STREET, BRONX, NY, 10466

SCHOOL TELEPHONE: 718-696-3820 **FAX:** 718-696-3821

SCHOOL CONTACT PERSON: JANET GALLARDO **EMAIL ADDRESS:** JGallar@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Patricia Rinaldi

PRINCIPAL: Janet Gallardo

UFT CHAPTER LEADER: Danielle Zimmerman

PARENTS' ASSOCIATION PRESIDENT: Rhoda Ali

STUDENT REPRESENTATIVE:
(Required for high schools) Olaf Huerta

DISTRICT AND NETWORK INFORMATION

CHILDREN FIRST NETWORK DISTRICT: 11 **(CFN):** 603

NETWORK LEADER: RICHARD CINTRON/Brenda Garcia

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
Janet Gallardo	Principal	Electronic Signature Approved.
Javier Trejo	Admin/CSA	Electronic Signature Approved.
Danielle Zimmerman	UFT Chapter Leader	Electronic Signature Approved.
Joseph Depiro	DC 37 Representative	Electronic Signature Approved.
Patricia Rinaldi	UFT Member	Electronic Signature Approved.
Rhoda Ali	Parent	Electronic Signature Approved.
Joyce Peters	Parent	
Kerrita McBean	Student Representative	

* 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 Bronxwood Preparatory Academy's mission is to educate all students to become academically successful while meeting and surpassing the NYS standards. We envision a dynamic learning environment, where ideas are shared, mutual respect is given, and diversity is appreciated. With the support of an innovative staff, in partnership with home and community, we will create and develop a community of life-long learners.

The curriculum(s) is continually re-evaluated; standards-based and tailored/designed to help a mixed proficiency level student population reach their maximum potential in a safe/learning and nurturing environment. We strive to instill in our students life skills, such as: teamwork, leadership, respect; high self-esteem and self-confidence. It is our conviction that it takes teamwork to make our goals actual, which involves all facets of our community; dedicated and involved staff; committed parents; caring community leaders and motivated students. As a consequence of our rigorous curriculum and real life engagements and or exposures; it is our expectation that our students will graduate and meet the criteria of a rigorous college program and or career challenge.

It is our expectation that our students will develop their talents, knowledge-base, and skills to meet the needs of competitive educational and career settings. The course offerings at Bronxwood Preparatory Academy will certainly enrich and supplement the learning for our youngsters and help expand on their creative and or critical thinking skills. By means of meticulous educational guidance, it is our aspiration that students will develop into intelligent, life-long learners and that by logical reasoning and introspection they can improve upon recognized foibles and or areas concerning vulnerability. It is our sentiment that by measure of diligent efforts in the arena of : self-reflection, studying; engagement; obtaining both procedural and or declarative knowledge; shared-decision making; internships; citizenship, leadership and community service; students can achieve success in realizing their goals.

The Bronxwood Preparatory Academy originated as a program in the fall of 2004. In the fall 2005 it was granted official DOE status as one of the new small schools and part of the new reform. We currently have approximately 366 students. In September 2008, we moved into our brand new facility called the Albert Tuitt Educational Campus. We share this facility with three other schools. It is a state-of-the-art facility, which includes demonstration science labs, music and art studios; a library and outstanding athletic facilities.

Since our official school name change, our theme-based focus has been re-evaluated and modified to reflect a career and college-readiness focus, which pinpoints concretely, to the commencement of health career-exploration. The focus of career and college-readiness will be supplemented with sports and internships and serve as a vehicle to motivate and educate all students. In point of fact, a health/sports theme across subject areas where applicable will further serve as a motivator to enhance student learning and subject mastery. The school continues to be student-centered by offering small

class sizes and creating an intimate learning community with concerned staff, parents, community leaders, and students.

It is important to know that we are a uniform program and that our students adhere to a "Dress Code". Our school attire requires black pants/skirts and a white, golf, or polo shirt with the school logo. The rationale for the school uniform is to prepare our students for professional attire in the real world setting. In addition, we at BPA believe that a school uniform supports the team unity theme we embrace. The uniform attire also promotes team spirit and unity; helps break down social barriers, reduces competition over fashion clothes, and assist us in identifying our students, as well as intruders. Be that as it may, our students learn to take pride in their appearances. The staff is expected to serve as role models for our youngsters and come to school dressed professionally at all times.

We are currently working on creating internship programs for students who qualify upon completion of their necessary course work and Regents requirements. Our goal is to develop a quality educational internship program to enrich all aspects of students' lives. Bronxwood Preparatory Academy will offer an integrated, interdisciplinary core curriculum enriched by other classes.

Academic Intervention Services are provided on site to meet the needs of the students who require additional assistance in the core subject areas; the services provided comprise of : after and before school tutoring, Regents prep/tutoring, Arista, Student Council, SETTS classes, PM school options and educational trips. Students also participate in enrichment club offerings including: volleyball, soccer, basketball, lacrosse and rugby. Students can discuss educational concerns they may have with their counselors. Counseling is provided to those students who are mandated to receive it through our school counselors. In addition, parent workshops are held monthly discussing a variety of topics such as college financial aid assistance, content area and health related information and workshops. Also, faculty members participate and lead professional development sessions conducted on and off school grounds on an ongoing basis. The staff also attends workshops and conferences to support and or improve our school curriculum.

The success of our school will be a result of the collaborative efforts of all constituents involved, stemming from instructional staff members, administration, parents, students; all school community members and the community at large. It is our shared-belief that students will be prepared for greater academic and vocational opportunities in a rapidly changing society after graduating from high school. We steadfastly encourage students to develop active life styles and healthy lifelong habits that help increase their productivity in our society.

The school continues to build a working relationship with various community organizations and colleges. The community organizations provide the high school with network opportunities with other businesses that can provide services, opportunities and offer incentive rewards for our students. The community partners provide opportunities for the school to participate in various community events the organizations/institutions may be involved in. Some of our partnerships and collaborations include: College Now, Lehman College, Bronx Community College, Yankee Foundation and the READ foundation.

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:		The Bronxwood Preparatory Academy								
District:		11	DBN #:		11X514	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			87.7	82.6	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			97.7	91.74	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			65.3	57.3	75.8	
Grade 8		0	0	0						
Grade 9		106	137	142						
				Students in Temporary Housing - Total Number:						
Grade 10		88	94	107	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		68	66	66			1	35	TBD	
Grade 12		62	33	47						
Ungraded		0	0	0						
				Recent Immigrants - Total Number:						
Total		324	330	362	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							8	9	0	
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		18	28	33	Principal Suspensions		36	23	TBD	
# in Collaborative Team Teaching (CTT) Classes		6	8	15	Superintendent Suspensions		15	17	TBD	
Number all others		31	29	31						
<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	34	34	38	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	13	Number of Teachers	23	25	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	8	TBD
				Number of Educational Paraprofessionals	1	1	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
	3	14	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	30.4	40	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	8.7	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	48	60	TBD
American Indian or Alaska Native	0.6	0.6	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.9	95	TBD
Black or African American	33	40.3	47.8				
Hispanic or Latino	60.8	55.8	46.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	1.2	1.9				
White	3.4	2.1	1.7				
Multi-racial							
Male	73.8	79.1	76				
Female	26.2	20.9	24				
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 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 checked="" type="checkbox"/>					
Improvement Year 1		<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:		X	
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				X	X	√	
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-	-	
Hispanic or Latino				X	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient					-	-	
Economically Disadvantaged				X	X		
Student groups making AYP in each subject				0	1	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	64.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	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?

Based on NYSESLAT scores, the ELLs are making progress, but are still struggling and showing limited proficiency in reading comprehension and writing. With this in mind, based on the Progress Report of 2008-2009, only 46.7% of our African American students in the lowest third met the promotion criteria and credit requirements that are expected. The report further shows that our ELA and Social Studies weighted Regents pass rate is in need of improvement. To continue, based on our 2009-2010 SED accountability status, we were identified as a Title I School Improvement Year 1 program. Considering the aforementioned, we are working strategically and intelligently to meet State AYP in both Math and ELA.

Among other areas of concern that have been improving, but still has a long haul to go is student equalization; there is still a vast disparity between male to female ratio. This incongruity has caused some disciplinary and safety concerns. Consequently, our student population has increased in male students that are lower level performers. This has impacted our statistics, but by continued efforts to balance our student population by: an official school name change (Sports Professions was appealing and or inviting to males) and pleading with the enrollment office for more female numbers; entertaining open house sessions and visiting various middle schools to increase our chances of augmenting our female population; we hope to ameliorate this solvable issue.

As a way to foster best practices, the Instructional staff meets weekly during our circular 6; grade level conferences, and faculty department conferences and PD opportunities are evident, so that a variety of topics including individual student progress, data analysis, ideas for future projects; curriculum planning and academic interventions are discussed. The school Inquiry team(s) meets weekly to analyze student data and make instructional decisions. Information about our findings, special events and projects, and students' academic and behavioral concerns are always supported by sending notices and making phone calls to the homes of parents of targeted students. We also hold monthly meetings with the Parents Association and SLT (School Leadership Team) to share information about student progress and steps we take at the school. Parent conferences are held as needed with parents whose children are in need of more academic interventions.

Our greatest accomplishment to date was having an 83% graduation rate for our first graduating class. This was an accomplishment despite the fact that we relocated in our third year to transportable classrooms at another site. We faced a high level of attrition and lost a substantial number of high performing students due to the move. This graduation rate along with other areas of student performance and student progress earned us a grade of "B" on our Progress Report for 2007-2008.

Another major achievement the school has experienced since its inception has been receiving two consecutive years of a "Well Developed" rating on our Quality Review while located in the portables.

We have made gains within our learning community to bridge the learning gap between our low level learners and the higher student achievers. We have done this by concentrating our efforts in continuing to create a community of adult learners in exploring differentiated instruction to make content knowledge more comprehensible to all students. We look to continue developing our community of reflective practitioners.

We currently are in our new building and being situated in a permanent site offers the school community a sense of stability, continuity and resources that we can tap into that were not available at our previous locations.

Another accomplishment is receiving official notice of our school name change. Clearly, we look to equalize our student population between male and female students. At the same time, the name change to Bronxwood Preparatory Academy is important because we wanted our constituents and parents to know that we are an educational institution geared toward college readiness and academic achievement; as we continue to strive to create a community of scholars. Initially, there were some misconceptions with our school name that seemed to attract 90% boys who thought they were going to play sports. Also, their parents thought they were going to attend a school with a premier athletic program geared to develop their sports skills. Again, our goal is to promote academic excellence to meet and surpass State standards.

Areas to improve and or obstacles to school's improvement:

- Increase in over-the-counter enrollments of Levels 1 and 2 is a challenge.
- PSAL limitations on team formation and limited funding for school teams to use as incentives to improve attendance, progress and performance is another barrier.
- To Increase consistency in the delivery of data-driven differentiated instruction so that activities reflect the ability and learning style of students, and questioning stimulates higher-order thinking in order to maximize student learning.
- to implement procedures to support and monitor teacher teams to ensure that inquiry work results in the creation of common assessments and the sharing of best practices in order to improve pedagogy and increase student outcomes.

Aids to the school's continuous improvement:

- QTEL training in ESL methodologies for staff to become critical instructional leaders in the arena of differentiated instruction; who are responsible for sharing the information during conferences.
- LLSO provides instructional resources and Instruction Support Specialist to lead Professional Development sessions in both educational policy/data analysis and content area instruction.
- Periodic Assessments and Performance Series will be utilized to help the school identify skills where students need improvement. The primary focus will be ELA and Mathematics. Performance Series is propitious because it assists in identifying a student's grade level in math and or ELA. Acuity Assessments provide item analysis and illustrate areas of improvement and or progress. Other systems that provide data are the ITT Data Tool, ARIS and ATS; we use the aforementioned reports as one way to identify trends and patterns among students in different subject areas. This information gives us information to make budgetary decisions regarding programs.
- Community-based organizations are an aid we use to tap in various areas. They assist us with additional educational services such as: tutoring, and regents preparation. We tap into Community-Based Organizations for both academic learning and quality real-life internship experiences.
- Structuring a school-wide inter-visitation program to view instructional practices that promote student engagement, differentiated instruction and improve staff professional development will help define optimal instructional practices and promote continuity and opportunities to share best practices as we model for students and staff that we are life long learners.
- The cultivation of a mutual working relationship with OSEPO to aid in helping our program to equalize our male to female ratio, which has improved.

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
<p>Goal1: To Improve in the Progress Report category of Student Progress.</p> <p><u>Measurable Objective:</u> By June 2011 we will increase the percentage of students earning 10 plus credits in their 2nd year by 2% as compared to Progress Report 2009-2010 from 60% to 62%.</p>	<p><u>Measurable Objective:</u> By June 2011 we will increase the percentage of students earning 10 plus credits in their 2nd year by 2% as compared to Progress Report 2009-2010 from 60% to 62%.</p>
<p><input type="checkbox"/></p> <p>Goal 2: To improve in the communication category of the School Learning Environment Survey.</p> <p><u>Measurable Objective:</u> By June 2011 we will increase the NYC School Survey 2009-2010 score from 6.9 to 7.1 in the category of communication.</p>	<p><input type="checkbox"/> <u>Measurable Objective:</u> By June 2011 we will increase the NYC School Survey 2009-2010 score from 6.9 to 7.1 in the category of communication.</p>
<p>Goal 3: To increase the number of students meeting New York State ELA achievement standards.</p> <p><u>Measurable Objective:</u> By June 2011 we will increase our school ELA passing rate by 2%. We will improve from 66% to 68% in our school-wide scholarship report as compared to the 2009-2010 scholarship report ELA rating.</p>	<p><u>Measurable Objective:</u> By June 2011 we will increase our school ELA passing rate by 2%. We will improve from 66% to 68% in our school-wide scholarship report as compared to the 2009-2010 scholarship report ELA rating.</p>

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>Goal#1: To Improve in the Progress Report category of Student Progress. <u>Measurable Objective:</u> By June 2011 we will increase the percentage of students earning 10 plus credits in their 2nd year by 2% as compared to Progress Report 2009-2010 from 60% to 62%..</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"/> Action:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> We will use inquiry assessment data and a thinking skills approach to focus learning targets. Our aim is to further content academic comprehension by targeting specific literacy skills; focusing our attention on learning skills such as: compare and contrast; interpretation as a skill and cause and effect. The rationale behind our approach is to give students more opportunities to learn by measure of self-exploration; formulation of critical thought and or analysis and to essentially, further metacognitive development. Research has shown that students with high literacy proficiency skills, typically have a high potential in achieving academic success. • We will afford students credit recovery and independent study opportunities and or possibilities throughout the school year; for instance, during winter and or spring recess, credit recovery opportunities will be made on the basis of meeting the city and state qualification criteria • The school guidance team will offer students and parents workshops and or presentations regarding graduation requirements and or the meaning of a cohort student in good standing; essentially, elucidating what credit criteria must be met in order for the student to be classified as an official 10th, 11th and or 12th grader.

	<ul style="list-style-type: none"> • The workshops will be done at least twice a semester to give students a sense of knowledge regarding transcript comprehension and the importance of completing specific course work material. We will continue to collect, and evaluate student work in the inquiries and develop appropriate and or needed systems or structures to tackle areas in need of improvement(s). The Offering of PM school and extended tutoring time for those students in need will be made possible.
<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"> • Title 1 SWP and tax levy funds and selected teachers to professional development training. • Fair Student Funds will be utilized as per-session funds to support credit recovery/credit accumulation programs; the funds will also support inquiry and data analysis. • Tax Levy Funds will be used to purchase supplemental resources and or materials to support differentiated instruction.
<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"> • Augmentation in pass rate on the School Scholarship Report. • Augmentation in Progress Report Score. • Student transcript and report-card evaluation will be performed frequently (every marking period -report cards). • Student folders and or portfolios will be evaluated. • Inquiry team analysis and findings will prod strategy development and implementation. • Periodic revision and assessment of Academic Intervention Services. • Periodic Student Progress Report sent to parents and evaluated by Inquiry Teams.

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"/> Goal# 2: To improve in the communication category of the School Learning Environment Survey.</p> <p><u>Measurable Objective:</u> By June 2011 we will increase the NYC School Survey 2009-2010 score from 6.9 to 7.1 in the category of communication.</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"/> Action Plan:</p> <ul style="list-style-type: none"> • <input type="checkbox"/> We will employed more flexibility in staff meetings, which will allow for informal and or formal dialogue regarding instruction, safety and or policy related concerns. • The School Leadership will continue to partake in inquiry team meetings; grade level and or departmental meetings; the meeting focus will be the business at hand, but time for meaningful dialogue regarding school related concerns will be allotted. • In specific inquiry meetings and or specific content specialty meetings, the school focus: vision, mission and or CEP goals will be outlined and discussed. • Teacher mentorship will afford adequate opportunities for increased communication and rapport between students and faculty. Be that as it may, an Increased of extra-curricular activities, clubs and events will further improve school communication. • Teachers will continue to provide students with periodic progress reports and or interim assessment feedback. • Increase the number of grade level assemblies pertinent to graduation requirements;

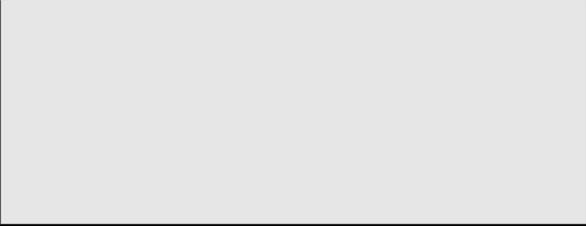
	<p>events, internship opportunities and community service projects and or research opportunities.</p> <ul style="list-style-type: none"> • Continue to utilize advanced phone messaging systems to an optimum level to gain quality benefits from its usage. • Schedule monthly celebrations regarding student achievement; schedule parental events; host staff/students of the month recognition ; host staff/student retreats, trips ; establish the creation of a reward system for staff, students, and parents; we will host multicultural celebrations around holidays for staff, students, and parents; so that we might revel in the joy of diversity. • Creation of a Principal's Newsletter, which will be mailed out monthly to the parents. • Target population: Parents, students and staff.
<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"> • Title 1 swp and tax levy funds. • Monthly parent educational workshops. • Parent Association meetings conducted by Parent Coordinator. • Consultants and guest speakers contracted and or requested to conduct presentations.
<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"> • Assessment and or evaluation of 2009-2010 communication section of the Learning Environment Survey. • Increase presence of parents in Parents Association Meetings. • Increase attendance in parental presentations, workshops and or events. • Evaluation of Parent Coordinator Calling log and or ILOG files. • Evaluation of instructional staff outreach logs. • Assessment and evaluation of our phone messaging system.

--	--

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal# 3: To increase the number of students meeting New York State ELA Regents achievement standards.</p> <p><u>Measurable Objective:</u> By June 2011 we will increase our school ELA passing rate by 2%. We will improve from 66% to 68% in our school-wide scholarship report as compared to the 2009-2010 scholarship report ELA rating.</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"/> Action Plan</p> <ul style="list-style-type: none"> • Utilize budget to hire a Literacy coach to continue working with the ELA instructors on: curriculum mapping, curriculum development; differentiated instruction; research development; project-based learning; cooperative learning; class management strategies; thinking skills assessment and rubric development. • Utilize Leadership Learning Support Organization Instruction Specialists to provide presentation and professional development on: Teaching literacy; teaching academic content to English Language Learners and students with Special Needs; using specific texts and or instructional tools to make academic content more comprehensible; development of student goals.

	<ul style="list-style-type: none"> • Offer double periods of English to grade 9: English Language Arts and Reading workshop. <ul style="list-style-type: none"> • Identify students in need of meeting 65% and or higher criteria. Engage students in simulated regents examinations and by measure of inquiry perform question item analysis. • Flexibility in teacher program will demonstrate common meeting times for instructional planning and shared-decision making. • The budget will be used to offer teacher per session hours to plan professional development; development curriculum maps; plan and or create standards -based rubrics. • Budget will be used to purchase new and or updated test preparation materials. Content specific graphic organizers and classroom libraries. • Provide students with morning and after school tutoring and holiday credit recovery opportunities throughout the year.
<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"> • Title 1 and tax levy funds to hire literacy coach from Fordham University. • Send teachers to Advanced Placement Course training. • Creation of Advanced Placement English curriculum. • The research and purchase of additional grade level fiction and nonfiction materials.
<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"> • Increase of pass rate in English Language Arts program. • Increase pass rate in Periodic assessments and ITAs. • Increase pass rate in research and project-based assignments. • Creation of ELA independent study projects by ELA Teachers to measure gains and foster credit accumulation. • Progress Report analysis. • School Scholarship Report analysis.

- 
- June 2010 and August 2010 Regents Item analysis.
 - Inquiry targeted analysis: literacy improvement-writing

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	100	95	0	0	23	0	0	13
10	0	76	91	0	10	0	0	7
11	0	39	75	75	10	0	0	5
12	27	23	31	32	8	0	0	1

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <ul style="list-style-type: none"> • After school and morning tutoring • double instructional period blocks during the day • resource/SETTS room classes and inclusion classes during the day • Off track credit bearing classes both during and after the school day. • Differentiated Instruction and implementation of multiple learning intelligences methodology • Acuity Assessments • Performance Series • Project-based Learning application • Independent-Study Project implementation
Mathematics:	<input type="checkbox"/> <p>The Combination of differentiated instructional strategies, guided programming to meet at risk students' needs; extended day mentoring and tutoring; collaborative learning, project-based learning; Saturday academy and holiday-break academy for credit accumulation. Evaluations like, Performance Series and Acuity Assessments, which serve as diagnostics to determine math levels and gauge student progress; will assist us in bridging the achievement gap.</p>
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • After school and morning tutoring • off track credit bearing classes both during and after the school day • Resource room and inclusion classes during the day. • Regents diagnostic tools • Project-based Learning • excursions and independent study research
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • After school and morning tutoring • off track credit bearing classes both during and after the school day • Resource room and inclusion classes during the day. • Regents Diagnostic tool • Saturday Academy

	<ul style="list-style-type: none"> • Online Credit Recovery Tool • Multiple Intelligence methodology to foster reading comprehension and increase cognitive demands
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> • Group counseling • individual counseling • conflict resolution • Parent conferences w/content area teachers re: at risk students.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Annual and Tri-annual reviews conducted. Recommendations by school or parent.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> <ul style="list-style-type: none"> • Counseling, Annual and Tri-annual reviews. School reviews work for suspended students.
At-risk Health-related Services:	<input type="checkbox"/> <ul style="list-style-type: none"> • Off site and on site upon referral as needed.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 38

Non-LEP N/A

Number of Teachers 2

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

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. SEE LAP POLICY

Section III. Title III Budget

—

School: Bronxwood Preparatory Academy
BEDS Code: 321100011514

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	8,181.96	<input type="checkbox"/> Instructional activities 2 teachers x 4hrs per week x 17 weeks =136 hrs @\$49.89+\$6,785.04 Professional Salaries-Teacher Study group: 2 teacher x 1hr for 6 sessions = 12 hrs @ \$49.89 =\$596.69 Teacher Study Group: 2 teacher x hr for 4 sessions = 8hrs @ \$49.89=\$399.12 Teacher Per session for parental involvement : 2 teachers x 1hr for

		4 sessions =8hrs @ \$49.89 =\$399.12
Purchased services - High quality staff and curriculum development contracts	2,000	<input type="checkbox"/> Lucy Harris, Fordham University ELA/ELL Literacy Expert =2000
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	4,508.04	<input type="checkbox"/> <input type="checkbox"/> Student Books-Updated version Regents practice guides in social studies and English = \$1,700 Student Books-NYSESLAT PREP updated materials =1,700 Teacher Book/Resources: Teaching content to English Language Learners, strategies for secondary school success= \$200 Across the curriculum ELL Library/resources =\$908.04
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	310.00	<input type="checkbox"/> Books- "ESL for Adults"= \$100
TOTAL	14,999.73	

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 conducted a survey for parents/guardians which included written translation and oral interpretation needs. The survey concluded that a significant percentage of our parents/guardians needed written translation/oral interpretation services. We will continue to collect data on our students' family needs to ease communication between Bronxwood Preparatory Academy and the community.

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. Based on our research, we found out that over 45% of our parent representation speaks Spanish. Be that as it may, over 15% feel more comfortable speaking their first language and need interpretation and written translation services.

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.

Our parent coordinator translates written communication to families. Every communication sent home, i.e., calendars, school policy notifications PA flyers, trip forms, are translated.

Our staff will also translate:

NCLB communications not available from the Central Board.

Students' academic performance and approaches to increasing achievement, for example during open school night.

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.

Our students, PA, teachers, school aides and guidance counselor, will provide oral interpretation services to families.
Our staff will interpret:
NCLB communications not available from the Central Board.
Students' academic performance and approaches to increasing achievement, for example during open school night.
Staff and or administrative conferences

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>.

Our parent coordinator, staff and counselor will provide oral interpretation and written translation services to families.
Our staff will interpret:
NCLB communications not available from the Central Board.
Students' academic performance and approaches to increasing achievement, for example during open school night.
Staff and or administrative conferences

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:	205,301	195,049	400,350
2. Enter the anticipated 1% set-aside for Parent Involvement:	766.00	1,950	2,716.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,265	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20, 530	*	

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.

* Federal waiver granted; additional set-asiders 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.

BPA Parent Involvement Policy

Parents and families of students in Bronxwood Preparatory Academy, will be provided with opportunities to participate in Parents association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent program and accessing the services of community resources.

To encourage parent involvement at Bronxwood Preparatory Academy we will:

Conduct yearly Parent’s Association elections for Executive Board Members; conduct monthly Parent’s Association meetings; participate in the Learning Leaders Program to train parents to volunteer-and-assist in classrooms, in libraries and on trips; through the School Leadership Team develop a plan for increasing teacher’s ability to effectively involve parents in their children’s education; hold yearly orientation meetings for parents with classrooms teachers, supervisors, guidance and related service providers; distribute all notices in English and Spanish; encourage parents to network with each other and to communicate with school staff; maintain a school bulletin board to provide parents with information related to parent meeting/events and to their children’s educational programs; support District level committees and/or PA network level committees which will include parent leaders who are on, School Leadership Teams and Title I Parent Advisory Councils.

In addition, we offer parents training workshops related to: promotional criteria; Learning Leaders volunteer program; health/nutrition; financial aid and fitness.

This school parental involvement policy and the school –parent compact has been developed jointly with, and agreed on with, the parents of children participating in Title I, as evidenced with Bronxwood Preparatory Academy.

This policy was adopted by Bronxwood Preparatory Academy on September 5, 2008 and will continue to be in affect for the period of September 2010 through June 2011. The school will distribute this policy to all parents of participating Title I, before June 2011.

Mrs. Janet Gallardo, Principal

Date

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.

SCHOOL –PARENT COMPACT

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

The school agrees:

To offer a flexible number of PA meetings at various times.

To provide parents with timely information about all activities and events.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through: parent-teacher conferences at least semi-annually, frequent reports to parents on their child's progress, reasonable access to staff, opportunities to volunteer in school.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy. To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.

The parent /guardian agree:

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

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work.

To monitor his/her child/children's:

Attendance at school

Homework
Television watching

- To share the responsibility for improved student achievement.
- To communicate with his/her child/children's teachers about his/her educational needs.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
- To support the school rules and regulations and ensure their child/children adhere to them.

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Principal Signature Parent's signature Date signed

PLEASE RETURN THIS DOCUMENT TO THE SCHOOL, SIGNED AND DATED.

Thank you for your cooperation.

Parent/Guardian:
I, too have read and understand the rules and regulations and understand them pertaining to Bronxwood Preparatory Academy and I agree to comply with the school rules and regulations.

Parent name (print) Parent's signature Date signed

Student:
I have read and understand the rules and regulations of the Sports Professions H.S. and agree to comply with them.

Student name (print) Student signature Date signed

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.

See Section IV.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See Section IV.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 See Section IV.
- Help provide an enriched and accelerated curriculum.
 See Section IV.
- Meet the educational needs of historically underserved populations.
 See Section IV.
- 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.
 See Section IV.
- Are consistent with and are designed to implement State and local improvement, if any.
 See Section IV.

3. Instruction by highly qualified staff.

All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students.

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.

The school has collaborated with the network instructional team and will tap into the content specialty team to bring in the instruction specialists, in particular the math, literacy, history and science specialists to work with all teachers to improve literacy practices across all subject areas as well as discuss and implement differentiated instruction to help improve student outcomes. Teachers will also participate in monthly professional development sessions that will focus on accountable talk, differentiated instruction and the Point of Entry Model. Pecuniary means will also be allocated to support individual learning sessions for ELL and or special needs students as the school will see an increase in the number of these students.

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

The principal, assistant principals and staff will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.

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

Based on allocation guidelines, funding has been set aside to promote an increase in parental involvement through a variety of methods, such as parental representation on the SLT, monthly PA meetings, monthly theme based parent workshops on a variety of topics, request for chaperones and awards ceremonies, student and parent incentives. We also mail and backpack monthly items for parents like monthly parent calendar of events, principal's newsletter, special events, new and free workshops, assessment information, and student academic standings and progress throughout the year. The parent coordinator reaches out to parents on a daily basis by calling their homes regarding an array of topics. Parents can communicate with all school staff via email as well.

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.

N/A

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.

Discussions on student progress and achievements take place daily, weekly and monthly pending the forum and topic. The school conducts bimonthly staff meetings, weekly inquiry team meetings, and grade level meetings to discuss different aspects of the instructional program and student needs. Members of the pupil personnel team partakes in such discussions as well.

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.

The school offers after school and before school tutoring, Regents preparation and homework help time during teachers' professional assignment. Outside organizations are used to offer offsite tutoring and Regents preparation like Fordham University.

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.

□Based on allocation guidelines, all of these funds will be used to accomplish the following: to reduce class size; to provide additional classes for credit accumulation both during, after school and on Saturdays; to hire additional teachers and guidance counselors to service students needs; to purchase necessary equipment and supplies to support various programs; to hire our LLSO to support the instructional program through its Knowledge management team; to work with faculty, to provide additional support for ELL and special needs students; to hire an attendance consultant and attendance teacher to help monitor our school attendance, and visit the homes of our most at risk students to bring them back to our school; to hire teachers to help supervise after school clubs and programs; to purchase books and software; to hire required staff; to go on trips and provide students with additional enrichment services.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	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.	
		Yes	No	N/A		Check(x)	Page#(s)
				X			

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.N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.N/A
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;-N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and-N/A
 - c. Minimize removing children from the regular classroom during regular school hours;-N/A
4. Coordinate with and support the regular educational program;-N/A
5. Provide instruction by highly qualified teachers;-N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;-N/A
7. Provide strategies to increase parental involvement; and-N/A
8. Coordinate and integrate Federal, State and local services and programs.-N/A

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: Year 1 Improvement **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 data indicates that we did not meet the ELA AYP and or the Math AYP for school year 2009-2010. The data also reflects that our Hispanic and or Latino students did not meet AYP in ELA and that our economically disadvantaged students did not meet AYP either in Math and or ELA.

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.

In point of fact, all programs and or supplemental instructional services in accordance with NCLB/SED requirements will be focused on improving student achievement in ELA and Math.

- We will afford students credit recovery/credit accumulation and independent study opportunities and or possibilities throughout the school year; for instance, during winter and or spring recess, credit recovery opportunities will be made on the basis of meeting the city and state qualification criteria.
- After school and morning tutoring

- Saturday Academy
- Supplemental literacy and or reading classes
- Resource/SETTS room classes and inclusion classes during the day
- Off track credit bearing classes after the school day.
- Differentiated Instruction and implementation of multiple learning intelligences methodology
- Acuity Assessments- (ELA & Math)
- Performance Series (ELA & Math)
- Project-based Learning application
- Independent-Study Project implementation
- Literacy coach services
- Purchase of instructional tools and or resources
- External and internal professional development

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

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

The funds will be used to :

- Hire ELA and Math instruction specialists to further train instructional staff In : Regents Prep; differentiated Instruction; development of standards-based rubrics; standards-based assessments and curriculum development and mapping.
- Purchase instructional materials and or resources for improving ELA and Math.
- External PD opportunities
- Per-session for Enrichment academies and tutoring.

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

New and season faculty have been assigned a mentor and or veteran buddy. The mentor's role is to provide a forum for pedagogical growth and development. The Mentor will:

- Meet frequently with mentees-Twice a week is the requirement with NCLB
- Provide professional development whenever possible
- Discuss curriculum and assessment development

- Assist peer with unit instructional planning and standards interpretation
- Allow room for peer-inter-visitation, so that teachers can debrief regarding lesson implementation, and strategy
- Assist with transitioning and routine development.

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.

- A formal notice will be sent to parents regarding our school's NCLB/SED status.
 - All formal noticed will be translated from English to Spanish .
 - DOE Translation & Interpretaion Unit will be contacted if further traslation is required.
 - PA meetings
 - School Leadership Team meetings
-

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.)

The exact number of students in temporary housing is 4. There are three Hispanic students and one African American student.

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

- All supplemental services that will increase student's capacity to produce higher academic outcomes; tutoring, PM school; mentoring and academic guidance support ; required mandated services, if applicable; independent study project opportunities.
- Morris Heights Medical Clinic-Health Care

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).N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.N/A
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.N/A

CEP RELATED ATTACHMENT

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

File Name - 28_11X514_102910-112320.doc



Part A - LAP

BRONXWOOD PREPARATORY ACADEMY

921 East 228 Street, Bronx, New York 10466 (718) 696-3820 Fax (718) 696-3821

Janet Gallardo, Principal: Javier Trejo, Assistant Principal: Elsie Acevedo, Assistant Principal

Language Allocation Policy 2010-2011

Part 1. School Profile:

Bronxwood Preparatory Academy currently exists as a seventh year DOE school. Our school's Language Allocation Policy Team is composed of our Principal, (Janet Gallardo), Assistant-Principal (Javier Trejo), Parent Coordinator (Brenda Batista), ESL Coordinator/Teacher (Timon Munting), ESL Teacher (Gavey), Guidance Counselor (John Molina), and English Teacher (Rocky Napoli). BPA has two licensed ESL teachers and we have one certified foreign language teacher. We have approximately 373 students in grades 9 - 12. Our ELL population, generated by the BESIS/ELL Identification process report(s), consists of 38 students; most of which speak Spanish. The policy at Bronxwood Preparatory Academy is to identify ELLs in accordance with CR Part 117 and to inform parents the program option(s) the school provides. BPA provides a freestanding ESL program using a push-in/pull-out model. Considering this, parents make informed decisions about their children's language needs based on school-based assessments and parent-teacher conferencing and the parent survey and program selection form.

In accordance with CR Part 154, BPA has structured its ESL program to provide all ELL students with the appropriate amount of ESL and English Language Arts instructional units. All advanced ELLs take 45 minutes of ELA/ESL instruction daily. They receive at least 180 ESL minutes per week through a push-in/pull-out ESL model. Likewise, intermediate ELLs are provided with at least two units of ESL instruction a week, which equals to at least 360 minutes a week using a push in/pull-out model. Beginner ELLs are provided with three instructional units per week which totals at least 540 instructional minutes. All services are provided by two licensed ESL teachers. Both ESL teachers will be working with ELL students to meet ESL and ELA standards and to provide the mandated minutes of instruction according to students' proficiency levels.

Our ELLs took the NYSESLAT in May 2010. Based on the results generated from this exam and various other exam scores, the pattern all students show is that they are in need of improvement in the reading and writing components of the NYSESLAT. BPA has specifically focused on enhancing the reading and writing comprehension skills of our ELLs by providing NYSESLAT tutoring and state mandated AIS services through certified ESL teachers. Our goal is to provide ELL students with the additional help and support needed for them to score “proficient” on the NYSESLAT exam and pass various regents exams. In short, they are receiving assistance in developing their reading, writing, speaking and listening skills to prepare them for the latter exams in class and through after school help.

BPA looks to ensure that all students receive the proper and necessary services based on analysis of assessments. Based on the 8th grade Growth report, our students performed at levels 1 and 2 in both Math and ELA; it is clear that our students need additional instructional time in both areas. Activities that are employed to assist their learning in the ELA and ESL classes are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, think pair share, brainstorming, literature circles, graphic organizers, small group instruction, readers’ journals, poetry projects, teacher modeling and other techniques. We have and will continue to share the best practices for instruction and assessment which will drive instruction and future PD for ESL and content area teachers.

Part A - Continued

ESL Instructional Program:

Our ESL Instructional Program will be: Freestanding Push-in and/or Pull-out Model. The goals of the program are as follows:

1. To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, after school and Saturday programs.
2. To incorporate ESL strategies and methodologies into literacy, mathematics and content area components of instruction.
3. To aid students in attaining “on grade” performance levels for the city and state exams.

Part II. ELL Identification Process:

Identification of LEP students is done by adhering to the New York State LEP Identification Process. Upon enrollment of a new admit the HLIS is administered by a councilor and licensed ESL pedagogue. If it is determined that the Home Language is English and that the students’ only language is English the LEP screening process is terminated and the students enters the general education program at BPA. If it is determined that the student has a home language other than English or the students’ native language is other than English an informal interview is administered. BPA makes it our policy that an informal interview is administered either in the native language and/or English. This is usually done by the councilor and/or ESL coordinator. If the student speaks a language other than English and the student speaks little or no English an initial assessment is administered (LAB-R) by a licensed ESL teacher. The initial

screening, HLIS, and LAB-R is administered by the ESL Coordinator (Mr. Munting, MS in TESOL) and/or the ESL teacher (Ms. Gavey) within the New York State mandated 10 day period of the students' initial enrollment at our school. If the student is unable to complete the LAB-R and the home language is Spanish, the Spanish LAB is administered and a petition for either a dual language or Bilingual program is sent the assessment director. Until further notification the child is entered into our freestanding ESL program as a beginner ELL. If the student scores at the beginning, intermediate, or advanced level on the LAB-R the student is placed in our freestanding ESL program alongside parental approval and notification. Upon entry of the ESL program the student is required by law to take the annual NYSESLAT. Based on the score achieved on the NYSESLAT the student either continues to be entitled for ESL services or he/she enters the general education program if a level of proficiency (p) is scored. The NYSESLAT is administered by the ESL department based upon the calendar received from the New York State Department of English Language Learners. The ESL coordinator organizes a rigid schedule that is disseminated to faculty and staff well before the actual administration of the exam. All faculty and staff are notified that their ESL students will be testing and that these students should be excused from any classes they might be missing.

Parents are informed about their child's three choices when the student is initially enrolled at our school and deemed eligible and/or identified as an ELL. The ESL coordinator (Mr. Munting) informs the parents of the program choices upon completion of the HLIS and viewing of the program choice video, which is available in multiple languages. At this point the parent is given the parent survey and program selection form which is filled out and returned to the ESL Coordinator. The ESL coordinator informs the parent that BPA offers a Freestanding ESL program and answers any questions regarding the ESL program at BPA and/or other program selections translation through the parent coordinator (Ms. Batista) is available. For ELL's that have already been identified by previous programs and for returning ELL students, the ESL coordinator sends home several documents by mail and with the students within the first two weeks of the school year. These documents include and are not limited to:

- Continued Entitlement Letter
- Non-Entitlement Letter
- NYSESLAT Brochure

Part A - Continued

A call is also placed home to alert the parent that these important forms must be filled out and brought to the school as soon as possible. If the school has not received the required documentation within a week of it being sent out, another call is placed home and another set of copies is sent out by mail and with the student. If the parent or student fails to return the forms, the student is placed in the program we provide at Bronxwood Preparatory Academy. All forms are returned to the ESL coordinator and stored in the ESL coordinators office. A copy is also placed in the cumulative folder for record keeping. Upon entry into the ESL program here at Bronxwood Preparatory Academy a meeting with the councilor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, parent choice and/or Informal Assessment.

Based on the parent survey and program selection form and LAB-R/NYSESLAT, students are placed in to the appropriate program at Bronxwood Preparatory Academy at the appropriate level. The default program option for ELL students whose parent

survey and program selection form is missing or incomplete is TBE. Since we do not have the required number of ELL students (20) that are identified as having the same home language per grade level requiring ELL services and choosing either TBE or Bilingual program as their first selection on the parent survey and program selection form, students are placed in our Freestanding ESL program. Parents whose first choice does indicate either TBE or Bilingual programs are informed that we will put their student on a waiting list for their desired program when and if it were to be offered at BPA. We inform the parent that their child will be placed in the offered Freestanding ESL program and that they can petition with the NYC Dept of education for a transfer to a school providing the desired program based on language needs. The trend in program choices that parents have requested over the past few years here at BPA is the Freestanding ESL program. The program model offered at our school is aligned with parental requests since they indicate Freestanding ESL services as their first program choice. Alignment between parent choice and program offering is a priority at BPA and is monitored by the ESL coordinator and school administration.

Part III. ELL Demographics – See Attached LAP Worksheet

Demographics of the School Community / Languages Spoken by ELL Students

Based on student records ELLs represent 10 % of the school community. We have 34 Spanish speaking ELLs, 1 Arabic speaking ELL, and 3 French speaking Ells; 2 from Hatian descent and 1 from the Democratic Republic Congo.

Total Number of ELL Students by Grade

Currently, Bronxwood Preparatory Academy has a total of 38 ELLs in grades 9 - 12. This school year marks the third time that we have 12th grade ELLs. In our incoming freshman class, we have 8 Beginner level ELLs, 5 Intermediate level ELLs and 2 Advanced level ELLs. There are a total of 15 ELLs in 9th grade. Our sophomores consist of zero Beginner level ELLs, 6 Intermediate level ELLs, and 7 Advanced level ELLs. There are a total of 13 ELLs in 10th grade. Our Junior ELLs consist of 1 Beginner ELL, 2 Intermediate level ELLs, and 1 Advanced level ELL. There are a total of four ELLs in the 11th grade. Lastly, our seniors consist of zero Beginner level ELLs, 6 Intermediate level ELL, and zero Advanced level ELLs. There are a total of 6 12th grade ELLs. Several students were placed in the appropriate ELL level by alternative assessments because their NYSESLAT score was not found but they were identified as an ELL student at some point through the LAB-R.

Part A - Continued

Number of Students Scoring at Beginner, Intermediate, and Advanced Proficiency levels based on LAB-R and NYSESLAT

In previous testing the results were:

- 9 Beginner (requiring 540 minutes of ESL per week)
- 19 Intermediate (requiring 360 minutes of ESL per week)
- 10 Advanced (requiring 180 minutes of ESL per week)

ELL Student Performance in Targeted Content Areas

ELLs at BPA have taken the ELA regents, Math A regents, Integrated Algebra Regents, Earth Science Regents, Living Environment Regents, Global History Regents, US History Regents, and Spanish Regents. The results were:

- **ELA Regents** – 6 tested, 0 passed
- **Math A Regents** – N/A
- **Integrated Algebra Regents** – 24 tested, 8 passed
- **Earth Science Regents** – 3 tested, 1 passed
- **Living Environment Regents** – 7 tested, 3 passed
- **Global History Regents** – 9 tested, 0 passed
- **US History Regents** – 6 tested, 1 passed
- **Spanish Regents** – 9 tested, 7 passed

Part IV – ELL Programming– See Attached LAP Worksheet

Bronxwood Preparatory Academy has a freestanding ESL program. We follow a push-in/pull-out model. Students are pulled-out based on their individual needs and based on the ESL teachers' discretion. The program model is a heterogeneous model in that mixed proficiency levels travel together. Furthermore, all ELL students within a grade level travel together.

In accordance with CR Part 154, BPA has structured its ESL program to provide all ELL students with the appropriate amount of ESL and English Language Arts instructional units. All advanced ELLs take 45 minutes of ELA/ESL instruction daily. They receive at least 180 ESL minutes per week through a push-in/pull-out ESL model. Likewise, intermediate ELLs are provided with at least two units of ESL instruction a week, which equals to at least 360 minutes a week using a push in/pull-out model. Beginner ELLs are provided with three instructional units per week which totals at least 540 instructional minutes. All services are provided by two licensed ESL teachers. Both ESL teachers will be working with ELL students to meet ESL and ELA standards and to provide the mandated minutes of instruction according to students' proficiency levels.

Content area classes are all taught by licensed content area teachers, who have been involved in both internal professional development and QTEL trainings, and have also been briefed in grade level meetings on the needs of the individual ELL students in their classes. They work to differentiate their instruction to facilitate the lower level ELLs' comprehension, and are offered help by the ESL specialists with individual cases. Content level classes are taught in English, and

Part A - Continued

content area resources are provided in English. Students have access to the specialized ESL library, which consists of teaching aids in content areas, specifically focusing on Global Studies topics, an area in which ELLs have shown a lot of weakness in the past. Students also have access to content-area individualized tutoring, as well as Regents level tutoring by ESL specialists.

Currently we have 14 SIFE students one of whom has scored a "proficient" on the NYSESLAT. BPA services provided for our SIFE students include one-on-one tutoring

and after-school help. The administration also makes every effort to inform the faculty of our SIFE students and strategies that will assist the faculty in dealing with them. SIFE students will be provided with the opportunity to attend a NYSESLAT Prep class and various Regents Prep classes after school. SIFE students are given all of the regular ESL accommodations, in addition to individualized programs to help with specific needs, whether they are college-based, Regents-based, or content specific. Additionally, they have access to the ESL library, which is specifically geared towards SIFE students, and supplements content-area texts in subjects such as Global Studies and Earth Science. In the classroom SIFE students are closely monitored to ensure that sufficient understanding and comprehension of the materials being taught is taking place. Classroom teachers use a multitude of strategies to ensure that SIFE students are given the best instruction available. Prior knowledge is activated on a daily basis to help students relate and make connections to the materials being taught. We encourage all teachers to use plenty of visuals and graphic organizers to reinforce what is being taught. We also provide ample opportunity for SIFE students to use various technologies in order to help them get familiar with a technology driven society. Building the native language is also encouraged by the use of bilingual texts and by creating cooperative group learning experiences where lower level students are paired with higher level students. We have purchased a high interest-low reading level library to help assist SIFE students struggling with the reading component of the NYSESLAT. SIFE students are tested by using Scantron performance series and Acuity. Based on their results individualized teaching plans and techniques are implemented to assist their needs.

We have 11 ELLs that have been in the country less than three years. Our plan for them includes access to 540 instructional minutes per week of instruction with a certified ESL teacher, access to additional tutoring services before and after school, access to our ESL library and online resources, and additional individualized plans to suit their future goals, whether this be a Regents or NYC Diploma.

We have 13 ELLs that have received for 4-6 years. Our plans for them includes a push to advance or test out of the program on the NYSESLAT exam; to accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, as well as in-class instruction. Students are also encouraged to complete work at or above grade level, in the mainstream environment.

We have 14 long-term ELLs who can benefit from before and after-school tutoring, after-school classes and Saturday classes/programs. We also provide AIS services for long-term ELLs. Informing parents on their child's language needs and success in school is also ongoing through parental workshops. Our plan for the long term ELLs involves a similar push to advance or test out of the ESL program allowing them to ultimately succeed at grade level in BICS and CALPS. To accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, Regents Prep tutoring and in-class instruction.

Currently we have 5 LEP/Self-Contained Special Education students, 3 LEP/SETS students and 2 LEP/CTT students. Where applicable, special education students are given resource room as a support class and also attend self-contained classes in the content areas with licensed special education teachers. All special education students are given the same instructional services as their peer general education ELLs. Our plan for ELLs who have been assessed as having special needs includes a close

collaboration with the Special Education department to identify and work with their particular accommodations. These children are serviced by both the ESL department and the Special Education department, and a collaborative approach is taken to their advancement and eventual mainstreaming. Differentiated instructional techniques are used in the class to help assist the students with comprehension and understanding. Based on their IEP and collaboration with the IEP coordinator, instruction is tailored to meet the students' language needs as well as providing support with any cognitive needs the student might have. We encourage all teachers to use a variety of differentiated instructional approaches such as, but not limited to, the use of manipulatives, graphic organizers, visuals, engaging prior knowledge, rewording texts, group work, etc... AIS tutoring and afterschool tutoring is also available to all ELL special

Part A - Continued

education students to help assist with homework, language needs, and any of the modalities they might be struggling with. All special education ELLs are also tested using Scantron performance series and Acuity. The results generated by these exams helps create tailored instruction for each student as well as allowing teachers to see potential gains or areas of need for each student.

Our targeted intervention program for ELLs in Math, ELA, and other content areas includes grade level meetings with content teachers to collaborate and identify students who need extra help or are at risk; a mentoring program to provide at risk students with additional support; accessing ARIS and other technological tools to aid in developing background information to make informed decisions; and working closely with the guidance department and the inquiry team to identify and encourage alternative educational programs if the situation calls for them. Most intervention services are offered in English with the option of translations being made available when necessary. The ESL coordinator also frequently checks with the ELA, Math and other content area teachers to evaluate student progress and to monitor targeted intervention for students at risk. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT), Saturday academies, credit recoveries (during school breaks), and mandatory tutoring to pulling out specific students from content area classes targeting their Math and ELA proficiencies. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their needs.

Our continued transitional support for ELLs who have achieved proficiency on the NYSESLAT Exam includes continued access to our ESL services on a on-demand basis, a continued accommodation on all testing allowed for under the law, and continued mentoring and individualized programs to help with transition to the post-high school graduation level. For the upcoming school year, we will be continuing to target full compliance with servicing our ELL population. We will continue to offer both self-contained and push-in, team teaching, models of instruction for our population. We will be offering Regents Exam tutoring services, as well as NYSESLAT Exam tutoring, for our ELL's after school, for one hour a day, two times per week (offered by the two ESL teachers). Tutoring and PM school are also available with content teachers before and after the instructional day. We will also be targeting multicultural learning experiences out of the classroom with content-focused field trips, to museums and to cultural attractions in New York City.

All school programs, during and after school, are open to our entire student body. Sports, including basketball, lacrosse, handball, and volleyball, are open to all students, including the ELL population. They are able to join any clubs being offered during and

after school, including the Rugby club. ELL's are able to attend PM School, and all content-area teachers offer tutoring services before the start of the school day, which ELL's are free to attend. Supplemental services include ESL teachers pushing into content-area classes, and after-school tutoring and Regents Prep tutoring. Ells are made aware of all school programs available to them by written and verbal communication from the ESL office. At BPA we make it a priority that all ESL teachers encourage ELL students to join school programs allowing them to be involved in the broader school community. Parents are also advised of the options available to their child by the parent coordinator.

Supplemental materials used to support ELL learning include the use of internet in the classroom, accessing vocabulary, grammar, reading, and pronunciation related websites; audio-visual presentations in the classroom, used in combination with traditional text-based approaches to target all learning modalities; NYSESLAT Exam Preparation books; Regents Examination Preparation books; personal teacher libraries of grade-level fiction and non-fiction books; content-specific textbooks, and library resources brought into the classroom to enrich the learning experience. ESL teachers also have audio-visual carts readily available for use to help enrich the learning environment for ELL students. ESL teachers and content area teachers have all the above mentioned resources available to them including a SIFE library, bilingual glossaries and bilingual dictionaries.

Native language use is encouraged in both the formal and informal settings with our ELL population. Beginner level ELLs are paired with intermediate and advanced level ELL's, who contribute in supporting and translating with their native languages; informally, the students communicate extensively in their native languages, and are taught to appreciate and celebrate their home cultures through a variety of multi-cultural projects. Students are also offered Regents exams in their native language and are encouraged to use bilingual glossaries in all of their classes/exams. A native language library has been purchased specifically targeting the global history content area to help support ELL's with furthering their cognitive academic language proficiency skills. The use of native language

Part A - Continued

films is also encouraged to help students celebrate and support their native culture as well. Teachers are encouraged to let their students write answers in their native tongue which in turn are translated and graded by bilingual pedagogues according to content knowledge. Students are also encouraged and allowed to use online translation services to complete tasks and help support the native tongue.

ELL's are given the same access to support services, regardless of age or grade level. Sophomores and Juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

Prior to the beginning of the school year, a meeting with the councilor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, and/or Informal Assessment. Upon the start of the instructional year, students are presented with a program brochure, class contracts, and parent contracts, in both English and their home language, to set expectations for the school year.

Professional development for ELL staff, which currently consists of two staff members, includes access to QTEL Institute for Secondary English Language Learners Training, and periodic attendance at other ELL Instructional workshops off site. We will also be coordinating and implementing two professional development activities, the *Teaching Content to English Language Learners*; and *Literacy Across the Curriculum* workshops with the in-school literacy team, consisting of administration, ELL teachers, ESL teachers, and an outside consultant. Many content-level staff members have been sent to QTEL Training, to assist in their handling of ELL's making the transition from the middle school level into the a secondary school setting. Staff members are also briefed on the student levels of the ELL's entering their classes, and push-in services are offered by the ESL department to content-level freshman classes. Content level teachers are also briefed in grade-level meetings on the progress and status of ELLs. All staff members including secretaries and the parent coordinator are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are hosted by both the content-area staff members, as well as outside consultants and specialists. Staff members have also been offered the opportunity to attend a variety professional development opportunities regarding ELL strategies pertaining to content specific classes. Bronxwood Preparatory Academy will and has committed time, energy and resources to professional development activities. Our ESL coordinator is also in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members are trained for a minimum of 7.5 hours of ESL training as per Jose P. by seminars and inquiry led by qualified personnel. Records of these meetings are kept in the Principals office.

The needs of our ELLs have been identified and are being identified throughout the 2010-2011 school year. We will continue discussions using the materials given to us in our professional development and collaborative work. All teachers of ELLs have been exposed to the following topics for the 2010-2011 school year:

- Differentiated Instruction
 - Balanced Literacy Approach
 - Point of Entry model
 - Writing strategies
 - Reading across subject areas
 - Group activities
 - Literacy approaches
 - Infusion of sports themes
 - Interdisciplinary approaches
-
- Advisory curriculum
 - Project planning
 - Strategies to increase student achievement
 - Classroom management

Part A - Continued

As teachers work to plan collaboratively, we will continue to focus on instructional strategies to improve students' reading and writing skills. This year we have and will continue to create study groups with staff members to become more knowledgeable on

how to instruct ELLs and increase their language proficiency skills through different instructional task(s).

Bronxwood Preparatory Academy has several procedures in place to ensure parents of ELL students are involved in the school community/culture. Frequent communication is published, translated and mailed about school policies, news, and events. On the individual level, the staff seeks information about the parents' lives of our students (e.g., cultural heritage, socioeconomic background, literacy level and household composition). Teachers listen to parents' concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family, drawing on their knowledge. The parent coordinator facilitates the parent association, which meets monthly. Through this forum, parents are encouraged to volunteer at Bronxwood Preparatory Academy during the school day. Our parent coordinator along with our ESL coordinator, also perform workshops specifically tailored to ELL parents. Peer volunteers will be assigned to serve as Cooperative Learning Partners to LEP students in other classes. Para-professionals will also be assigned to the ESL course to provide support in guided/cooperative learning activities. Parental involvement includes the school Parent Teacher Association, periodic parent-teacher conferences, and content-specific parent outreach programs that aim to involve parents in their children's education. These programs involve helping parents to understand graduation requirements, transcripts, and resources available to them and their children. Needs of parents are evaluated through parental outreach programs and the Parent Teacher Association, designed to inform and assess the demands of our community and population. Needs of the parents, such as understanding graduation requirements, reading transcripts, working on financial aid, and general graduation requirements, are met through periodic outreach to our ELL community. These workshops are organized through our administration, parent coordinator, and ESL department and are held on Saturdays to accommodate parents' busy schedules.

Part IV – Assessment Analysis – See Attached LAP Worksheet

Implication for LAP Instruction

Analyzing the data on ELL students suggests that our ELLs need to improve Reading and Writing skills since this represented the greatest weakness on the available testing data (NYSESLAT, LAB-R, Periodic Assessments, Acuity, Scantron Performance Series, and Regents Exams) and guidance in the Social Studies. In order to help our ELL population succeed in the content areas, Bronxwood Preparatory Academy provides students the opportunity to get after school Regents Prep help; as well as mandated AIS tutoring. Administration is also actively involved in the success of our ELLs by sending content area teachers to specific professional development opportunities and workshops that target the success of ELLs in the content areas. Our ESL coordinator is also actively involved in disseminating pertinent information to the teachers and administration at Bronxwood Preparatory Academy. Wherever possible, students are given the opportunity to express their opinion in the native language as well as take mandated tests in their native tongue. BPA supports the use of the native language by providing students with bilingual glossaries, dictionaries, and appropriate reading materials. We have also purchased an ELL "library" specifically oriented

towards the social studies content area because the data generated by the Global Regents supports additional social studies help.

Part A - Continued

ELL's are given the opportunity to take state tests and other assessments in their native language as per the accommodations provided by No Child Left Behind. In general the students opt to take assessments in English as our freestanding ESL program focuses on teaching content area vocabulary in English. Some students choose to answer questions in their Native tongue both on oral and written assignments. Teachers are aware that ELL students, especially beginner students, might not feel comfortable using English so peer to peer translation and/or teacher translation is often provided to accommodate these students. In general, ELL's are choosing to take assessments in English and hence perform better using English tests rather than Native language tests. The Native language is used primarily for clarification and understanding. Our goal at Bronxwood Preparatory Academy is to allow students the freedom to use their native language whenever the teacher deems it necessary with the understanding that English content area vocabulary must be used in all classes by all ELL students.

The results of the ELL periodic assessments are used by teachers to analyze what modalities need the most work and to extrapolate information on struggling ELL students. Once the results are viewed and analyzed, teachers focus on strengthening weaker modalities by differentiating instruction, using graphic organizers and communicating with the ESL department. The ESL coordinator readily makes periodic assessment results available for the content area teachers. What the school has learned from the periodic assessment is that our ELL students struggle most with the reading and writing modalities. It also shows that students struggle most with reading comprehension and text interpretation. School/curriculum goals have been aligned to mitigate these struggles. BPA looks to ensure that all students receive the proper and necessary services based on analysis of assessments. Based on the 8th grade Growth report, our students performed at levels 1 and 2 in both Math and ELA; it is clear that our students need additional instructional time in both areas. Activities that are employed to assist their learning in the ELA and ESL classes are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, think pair share, brainstorming, literature circles, graphic organizers, small group instruction, readers' journals, poetry projects, teacher modeling and other techniques. We have and will continue to share the best practices for instruction and assessment which will drive instruction and future PD for ESL and content area teachers.

The success of our ELL program depends on several factors. Naturally we look at the scores generated by the NYSESLAT and extrapolate that information to see if individual ELL students are progressing or digressing in the four modalities. We also look at the information provided to us by periodic assessments as well as alternative assessments and Scantron's Performance Series. The data patterns across proficiency levels indicate that our students struggle most with the reading and writing sections of assessments specifically in the Global and ELA content areas. On a school level we frequently check with content area teachers to ensure that students are maintaining and progressing with their basic interpersonal communication skills and cognitive academic language. Report cards and progress reports are closely monitored by the ESL

coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ESL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT.

As part of our Comprehensive Educational Plan for the coming school year, we will do the following:

- Program required minutes of ESL and ELA for all ELL students, based on their level of proficiency: one period per day each of ESL/ELA for Advanced students; two periods a day of ESL for Intermediate students. 540 minutes for beginning students per week.
- Ensure that all ESL and Content Area classes are taught by fully licensed teachers in their respective areas.
- Provide ongoing intensive professional development by a Staff Developer with knowledge, experience and license in English as a Second Language.
- Provide common planning periods for all classroom teachers.
- Provide opportunities for tutoring, after-school courses and Saturday courses for ELL students.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Bronxwood Preparatory Academy						
District:	11	DBN:	11X514	School		321100011514	

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		87.7	82.6	86.7
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	137	142	130				
Grade 10	94	107	102				
Grade 11	66	66	82				
Grade 12	33	47	47				
Ungraded	0	0	0				
Total	330	362	361				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.7	91.7	92.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	65.3	75.8	79.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	35	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	8	9	0

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	28	33	27	Principal Suspensions	36	23	34
# in Collaborative Team Teaching (CTT) Classes	8	15	22	Superintendent Suspensions	15	17	24
Number all others	29	31	26				

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	34	38	TBD	Number of Teachers	23	25	26
# ELLs with IEPs	4	13	TBD	Number of Administrators and Other Professionals	7	8	7

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
	1	1	1

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
	3	14	43	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	30.4	40.0	57.7
				% more than 5 years teaching anywhere	8.7	8.0	30.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	48.0	60.0	73.1
American Indian or Alaska Native	0.6	0.6	1.4	% core classes taught by "highly qualified" teachers	94.9	95.0	94.8
Black or African American	40.3	47.8	53.5				
Hispanic or Latino	55.8	46.7	42.1				
Asian or Native Hawaiian/Other Pacific	1.2	1.9	1.9				
White	2.1	1.7	1.1				
Male	79.1	76.0	67.6				
Female	20.9	24.0	32.4				

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,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	60.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	11.8	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	17.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	30.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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



BRONXWOOD PREPARATORY ACADEMY

921 East 228 Street, Bronx, New York 10466 (718) 696-3820 Fax (718) 696-3821

Janet Gallardo, Principal; Javier Trejo, Assistant Principal; Elsie Acevedo, Assistant Principal

Language Allocation Policy 2010-2011

Part 1. School Profile:

Bronxwood Preparatory Academy currently exists as a seventh year DOE school. Our school's Language Allocation Policy Team is composed of our Principal, (Janet Gallardo), Assistant-Principal (Javier Trejo), Parent Coordinator (Brenda Batista), ESL Coordinator/Teacher (Timon Munting), ESL Teacher (Gavey), Guidance Counselor (John Molina), and English Teacher (Rocky Napoli). BPA has two licensed ESL teachers and we have one certified foreign language teacher. We have approximately 373 students in grades 9 - 12. Our ELL population, generated by the BESIS/ELL Identification process report(s), consists of 38 students; most of which speak Spanish. The policy at Bronxwood Preparatory Academy is to identify ELLs in accordance with CR Part 117 and to inform parents the program option(s) the school provides. BPA provides a freestanding ESL program using a push-in/pull-out model. Considering this, parents make informed decisions about their children's language needs based on school-based assessments and parent-teacher conferencing and the parent survey and program selection form.

In accordance with CR Part 154, BPA has structured its ESL program to provide all ELL students with the appropriate amount of ESL and English Language Arts instructional units. All advanced ELLs take 45 minutes of ELA/ESL instruction daily. They receive at least 180 ESL minutes per week through a push-in/pull-out ESL model. Likewise, intermediate ELLs are provided with at least two units of ESL instruction a week, which equals to at least 360 minutes a week using a push in/pull-out model. Beginner ELLs are provided with three instructional units per week which totals at least 540 instructional minutes. All services are provided by two licensed ESL teachers. Both ESL teachers will be working with ELL students to meet ESL and ELA standards and to provide the mandated minutes of instruction according to students' proficiency levels.

Our ELLs took the NYSESLAT in May 2010. Based on the results generated from this exam and various other exam scores, the pattern all students show is that they are in need of improvement in the reading and writing components of the NYSESLAT. BPA has specifically focused on enhancing the reading and writing comprehension skills of our ELLs by providing NYSESLAT tutoring and state mandated AIS services through certified ESL teachers. Our goal is to provide ELL students with the additional help and support needed for them to score "proficient" on the NYSESLAT exam and pass various regents exams. In short, they are receiving assistance in developing their reading, writing, speaking and listening skills to prepare them for the latter exams in class and through after school help.

BPA looks to ensure that all students receive the proper and necessary services based on analysis of assessments. Based on the 8th grade Growth report, our students performed at levels 1 and 2 in both Math and ELA; it is clear that our students need additional instructional time in both areas. Activities that are employed to assist their learning in the ELA and ESL classes are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, think pair share, brainstorming, literature circles, graphic organizers, small group instruction, readers' journals, poetry projects, teacher modeling and other

techniques. We have and will continue to share the best practices for instruction and assessment which will drive instruction and future PD for ESL and content area teachers.

Part A - Continued

ESL Instructional Program:

Our ESL Instructional Program will be: Freestanding Push-in and/or Pull-out Model. The goals of the program are as follows:

1. To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, after school and Saturday programs.
2. To incorporate ESL strategies and methodologies into literacy, mathematics and content area components of instruction.
3. To aid students in attaining “on grade” performance levels for the city and state exams.

Part II. ELL Identification Process:

Identification of LEP students is done by adhering to the New York State LEP Identification Process. Upon enrollment of a new admit the HLIS is administered by a councilor and licensed ESL pedagogue. If it is determined that the Home Language is English and that the students’ only language is English the LEP screening process is terminated and the students enters the general education program at BPA. If it is determined that the student has a home language other than English or the students’ native language is other than English an informal interview is administered. BPA makes it our policy that an informal interview is administered either in the native language and/or English. This is usually done by the councilor and/or ESL coordinator. If the student speaks a language other than English and the student speaks little or no English an initial assessment is administered (LAB-R) by a licensed ESL teacher. The initial screening, HLIS, and LAB-R is administered by the ESL Coordinator (Mr. Munting, MS in TESOL) and/or the ESL teacher (Ms.Gavey) within the New York State mandated 10 day period of the students’ initial enrollment at our school. If the student is unable to complete the LAB-R and the home language is Spanish, the Spanish LAB is administered and a petition for either a dual language or Bilingual program is sent the assessment director. Until further notification the child is entered into our freestanding ESL program as a beginner ELL. If the student scores at the beginning, intermediate, or advanced level on the LAB-R the student is placed in our freestanding ESL program alongside parental approval and notification. Upon entry of the ESL program the student is required by law to take the annual NYSESLAT. Based on the score achieved on the NYSESLAT the student either continues to be entitled for ESL services or he/she enters the general education program if a level of proficiency (p) is scored. The NYSESLAT is administered by the ESL department based upon the calendar received from the New York State Department of English Language Learners. The ESL coordinator organizes a rigid schedule that is disseminated to faculty and staff well before the actual administration of the exam. All faculty and staff are notified that their ESL students will be testing and that these students should be excused from any classes they might be missing.

Parents are informed about their child’s three choices when the student is initially enrolled at our school and deemed eligible and/or identified as an ELL. The ESL coordinator (Mr. Munting) informs the parents of the program choices upon completion of the HLIS and viewing of the program choice video, which is available in multiple languages. At this point the parent is given the parent survey and program selection form which is filled out and returned to the ESL Coordinator. The ESL coordinator informs the parent that BPA offers a Freestanding ESL program and answers any questions regarding the ESL program at BPA and/or other program selections translation through the parent coordinator (Ms. Batista) is available. For ELL’s that have already been identified by previous

programs and for returning ELL students, the ESL coordinator sends home several documents by mail and with the students within the first two weeks of the school year. These documents include and are not limited to:

- Continued Entitlement Letter
- Non-Entitlement Letter
- NYSESLAT Brochure

Part A - Continued

A call is also placed home to alert the parent that these important forms must be filled out and brought to the school as soon as possible. If the school has not received the required documentation within a week of it being sent out, another call is placed home and another set of copies is sent out by mail and with the student. If the parent or student fails to return the forms, the student is placed in the program we provide at Bronxwood Preparatory Academy. All forms are returned to the ESL coordinator and stored in the ESL coordinators office. A copy is also placed in the cumulative folder for record keeping. Upon entry into the ESL program here at Bronxwood Preparatory Academy a meeting with the councilor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, parent choice and/or Informal Assessment.

Based on the parent survey and program selection form and LAB-R/NYSESLAT, students are placed in to the appropriate program at Bronxwood Preparatory Academy at the appropriate level. The default program option for ELL students whose parent survey and program selection form is missing or incomplete is TBE. Since we do not have the required number of ELL students (20) that are identified as having the same home language per grade level requiring ELL services and choosing either TBE or Bilingual program as their first selection on the parent survey and program selection form, students are placed in our Freestanding ESL program. Parents whose first choice does indicate either TBE or Bilingual programs are informed that we will put their student on a waiting list for their desired program when and if it were to be offered at BPA. We inform the parent that their child will be placed in the offered Freestanding ESL program and that they can petition with the NYC Dept of education for a transfer to a school providing the desired program based on language needs. The trend in program choices that parents have requested over the past few years here at BPA is the Freestanding ESL program. The program model offered at our school is aligned with parental requests since they indicate Freestanding ESL services as their first program choice. Alignment between parent choice and program offering is a priority at BPA and is monitored by the ESL coordinator and school administration.

Part III. ELL Demographics – See Attached LAP Worksheet

Demographics of the School Community / Languages Spoken by ELL Students

Based on student records ELLs represent 10 % of the school community. We have 34 Spanish speaking ELLs, 1 Arabic speaking ELL, and 3 French speaking ELLs; 2 from Hatian descent and 1 from the Democratic Republic Congo.

Total Number of ELL Students by Grade

Currently, Bronxwood Preparatory Academy has a total of 38 ELLs in grades 9 - 12. This school year marks the third time that we have 12th grade ELLs. In our incoming freshman class, we have 8 Beginner level ELLs, 5 Intermediate level ELLs and 2 Advanced level ELLs. There are a total of 15 ELLs in 9th grade. Our sophomores consist of zero Beginner level ELLs, 6 Intermediate level ELLs, and 7 Advanced level ELLs. There are a total of 13 ELLs in 10th grade. Our Junior ELLs consist of 1 Beginner ELL, 2 Intermediate level ELLs, and 1 Advanced level ELL. There are a total of four ELLs in the 11th grade. Lastly, our seniors consist of zero Beginner level ELLs, 6 Intermediate level ELL, and zero Advanced level ELLs. There are a total of 6 12th grade ELLs. Several students

were placed in the appropriate ELL level by alternative assessments because their NYSESLAT score was not found but they were identified as an ELL student at some point through the LAB-R.

Part A - Continued

Number of Students Scoring at Beginner, Intermediate, and Advanced Proficiency levels based on LAB-R and NYSESLAT

In previous testing the results were:

- 9 Beginner (requiring 540 minutes of ESL per week)
- 19 Intermediate (requiring 360 minutes of ESL per week)
- 10 Advanced (requiring 180 minutes of ESL per week)

ELL Student Performance in Targeted Content Areas

ELLs at BPA have taken the ELA regents, Math A regents, Integrated Algebra Regents, Earth Science Regents, Living Environment Regents, Global History Regents, US History Regents, and Spanish Regents. The results were:

- **ELA Regents** – 6 tested, 0 passed
- **Math A Regents** – N/A
- **Integrated Algebra Regents** – 24 tested, 8 passed
- **Earth Science Regents** – 3 tested, 1 passed
- **Living Environment Regents** – 7 tested, 3 passed
- **Global History Regents** – 9 tested, 0 passed
- **US History Regents** – 6 tested, 1 passed
- **Spanish Regents** – 9 tested, 7 passed

Part IV – ELL Programming– See Attached LAP Worksheet

Bronxwood Preparatory Academy has a freestanding ESL program. We follow a push-in/pull-out model. Students are pulled-out based on their individual needs and based on the ESL teachers' discretion. The program model is a heterogeneous model in that mixed proficiency levels travel together. Furthermore, all ELL students within a grade level travel together.

In accordance with CR Part 154, BPA has structured its ESL program to provide all ELL students with the appropriate amount of ESL and English Language Arts instructional units. All advanced ELLs take 45 minutes of ELA/ESL instruction daily. They receive at least 180 ESL minutes per week through a push-in/pull-out ESL model. Likewise, intermediate ELLs are provided with at least two units of ESL instruction a week, which equals to at least 360 minutes a week using a push in/pull-out model. Beginner ELLs are provided with three instructional units per week which totals at least 540 instructional minutes. All services are provided by two licensed ESL teachers. Both ESL teachers will be working with ELL students to meet ESL and ELA standards and to provide the mandated minutes of instruction according to students' proficiency levels.

Content area classes are all taught by licensed content area teachers, who have been involved in both internal professional development and QTEL trainings, and have also been briefed in grade level meetings on the needs of the individual ELL students in their classes. They work to differentiate their instruction to facilitate the lower level ELLs' comprehension, and are offered help by the ESL specialists with individual cases. Content level classes are taught in English, and

Part A - Continued

content area resources are provided in English. Students have access to the specialized ESL library, which consists of teaching aids in content areas, specifically focusing on Global Studies topics, an area in which ELLs have shown a lot of weakness in the past. Students also have access to content-area individualized tutoring, as well as Regents level tutoring by ESL specialists.

Currently we have 14 SIFE students one of whom has scored a "proficient" on the NYSESLAT. BPA services provided for our SIFE students include one-on-one tutoring and after-school help. The administration also makes every effort to inform the faculty of our SIFE students and strategies that will assist the faculty in dealing with them. SIFE students will be provided with the opportunity to attend a NYSESLAT Prep class and various Regents Prep classes after school. SIFE students are given all of the regular ESL accommodations, in addition to individualized programs to help with specific needs, whether they are college-based, Regents-based, or content specific. Additionally, they have access to the ESL library, which is specifically geared towards SIFE students, and supplements content-area texts in subjects such as Global Studies and Earth Science. In the classroom SIFE students are closely monitored to ensure that sufficient understanding and comprehension of the materials being taught is taking place. Classroom teachers use a multitude of strategies to ensure that SIFE students are given the best instruction available. Prior knowledge is activated on a daily basis to help students relate and make connections to the materials being taught. We encourage all teachers to use plenty of visuals and graphic organizers to reinforce what is being taught. We also provide ample opportunity for SIFE students to use various technologies in order to help them get familiar with a technology driven society. Building the native language is also encouraged by the use of bilingual texts and by creating cooperative group learning experiences where lower level students are paired with higher level students. We have purchased a high interest-low reading level library to help assist SIFE students struggling with the reading component of the NYSESLAT. SIFE students are tested by using Scantron performance series and Acuity. Based on their results individualized teaching plans and techniques are implemented to assist their needs.

We have 11 ELLs that have been in the country less than three years. Our plan for them includes access to 540 instructional minutes per week of instruction with a certified ESL teacher, access to additional tutoring services before and after school, access to our ESL library and online resources, and additional individualized plans to suit their future goals, whether this be a Regents or NYC Diploma.

We have 13 ELLs that have received for 4-6 years. Our plans for them includes a push to advance or test out of the program on the NYSESLAT exam; to accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, as well as in-class instruction. Students are also encouraged to complete work at or above grade level, in the mainstream environment.

We have 14 long-term ELLs who can benefit from before and after-school tutoring, after-school classes and Saturday classes/programs. We also provide AIS services for long-term ELLs. Informing parents on their child's language needs and success in school is also ongoing through parental workshops. Our plan for

the long term ELLs involves a similar push to advance or test out of the ESL program allowing them to ultimately succeed at grade level in BICS and CALPS. To accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, Regents Prep tutoring and in-class instruction.

Currently we have 5 LEP/Self-Contained Special Education students, 3 LEP/SETS students and 2 LEP/CTT students. Where applicable, special education students are given resource room as a support class and also attend self-contained classes in the content areas with licensed special education teachers. All special education students are given the same instructional services as their peer general education ELLs. Our plan for ELLs who have been assessed as having special needs includes a close collaboration with the Special Education department to identify and work with their particular accommodations. These children are serviced by both the ESL department and the Special Education department, and a collaborative approach is taken to their advancement and eventual mainstreaming. Differentiated instructional techniques are used in the class to help assist the students with comprehension and understanding. Based on their IEP and collaboration with the IEP coordinator, instruction is tailored to meet the students' language needs as well as providing support with any cognitive needs the student might have. We encourage all teachers to use a variety of differentiated instructional approaches such as, but not limited to, the use of manipulatives, graphic organizers, visuals, engaging prior knowledge, rewording texts, group work, etc... AIS tutoring and afterschool tutoring is also available to all ELL special

Part A - Continued

education students to help assist with homework, language needs, and any of the modalities they might be struggling with. All special education ELLs are also tested using Scantron performance series and Acuity. The results generated by these exams helps create tailored instruction for each student as well as allowing teachers to see potential gains or areas of need for each student.

Our targeted intervention program for ELLs in Math, ELA, and other content areas includes grade level meetings with content teachers to collaborate and identify students who need extra help or are at risk; a mentoring program to provide at risk students with additional support; accessing ARIS and other technological tools to aid in developing background information to make informed decisions; and working closely with the guidance department and the inquiry team to identify and encourage alternative educational programs if the situation calls for them. Most intervention services are offered in English with the option of translations being made available when necessary. The ESL coordinator also frequently checks with the ELA, Math and other content area teachers to evaluate student progress and to monitor targeted intervention for students at risk. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT), Saturday academies, credit recoveries (during school breaks), and mandatory tutoring to pulling out specific students from content area classes targeting their Math and ELA proficiencies. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their needs.

Our continued transitional support for ELLs who have achieved proficiency on the NYSESLAT Exam includes continued access to our ESL services on a on-demand basis, a continued accommodation on all testing allowed for under the law, and continued mentoring and individualized programs to help with transition to the post-high school graduation level. For the upcoming school year, we will be continuing to target full compliance with servicing our ELL population. We will continue to offer both self-contained and push-in, team teaching, models of instruction for our population. We will be offering Regents Exam tutoring services, as well as NYSESLAT Exam tutoring, for our ELL's after school, for one hour a day, two times per week (offered by the two ESL teachers). Tutoring and PM school are also available with content teachers before and after the instructional day. We will also be targeting multicultural learning experiences out of the classroom with content-focused field trips, to museums and to cultural attractions in New York City.

All school programs, during and after school, are open to our entire student body. Sports, including basketball, lacrosse, handball, and volleyball, are open to all students, including the ELL population. They are able to join any clubs being offered during and after school, including the Rugby club. ELL's are able to attend PM School, and all content-area teachers offer tutoring services before the start of the school day, which ELL's are free to attend. Supplemental services include ESL teachers pushing into content-area classes, and after-school tutoring and Regents Prep tutoring. ELLs are made aware of all school programs available

to them by written and verbal communication from the ESL office. At BPA we make it a priority that all ESL teachers encourage ELL students to join school programs allowing them to be involved in the broader school community. Parents are also advised of the options available to their child by the parent coordinator.

Supplemental materials used to support ELL learning include the use of internet in the classroom, accessing vocabulary, grammar, reading, and pronunciation related websites; audio-visual presentations in the classroom, used in combination with traditional text-based approaches to target all learning modalities; NYSESLAT Exam Preparation books; Regents Examination Preparation books; personal teacher libraries of grade-level fiction and non-fiction books; content-specific textbooks, and library resources brought into the classroom to enrich the learning experience. ESL teachers also have audio-visual carts readily available for use to help enrich the learning environment for ELL students. ESL teachers and content area teachers have all the above mentioned resources available to them including a SIFE library, bilingual glossaries and bilingual dictionaries.

Native language use is encouraged in both the formal and informal settings with our ELL population. Beginner level ELLs are paired with intermediate and advanced level ELL's, who contribute in supporting and translating with their native languages; informally, the students communicate extensively in their native languages, and are taught to appreciate and celebrate their home cultures through a variety of multi-cultural projects. Students are also offered Regents exams in their native language and are encouraged to use bilingual glossaries in all of their classes/exams. A native language library has been purchased specifically targeting the global history content area to help support ELL's with furthering their cognitive academic language proficiency skills. The use of native language

Part A - Continued

films is also encouraged to help students celebrate and support their native culture as well. Teachers are encouraged to let their students write answers in their native tongue which in turn are translated and graded by bilingual pedagogues according to content knowledge. Students are also encouraged and allowed to use online translation services to complete tasks and help support the native tongue.

ELL's are given the same access to support services, regardless of age or grade level. Sophomores and Juniors, who are preparing to take the Regents Exams, are given extra support in these areas.

Prior to the beginning of the school year, a meeting with the councilor, ESL coordinator, and programmer takes place. The ESL coordinator places the child in the ESL program according to his proficiency level obtained on the LAB-R, NYSESLAT, and/or Informal Assessment. Upon the start of the instructional year, students are presented with a program brochure, class contracts, and parent contracts, in both English and their home language, to set expectations for the school year.

Professional development for ELL staff, which currently consists of two staff members, includes access to QTEL Institute for Secondary English Language Learners Training, and periodic attendance at other ELL Instructional workshops off site. We will also be coordinating and implementing two professional development activities, the *Teaching Content to English Language Learners*; and *Literacy Across the Curriculum* workshops with the in-school literacy team, consisting of administration, ELL teachers, ESL teachers, and an outside consultant. Many content-level staff members have been sent to QTEL Training, to assist in their handling of ELL's making the transition from the middle school level into the a secondary school setting. Staff members are also briefed on the student levels of the ELL's entering their classes, and push-in services are offered by the ESL department to content-level freshman classes. Content level teachers are also briefed in grade-level meetings on the progress and status of ELLs. All staff members including secretaries and the parent coordinator are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are hosted by both the content-area staff members, as well as outside consultants and specialists. Staff members have also been offered the opportunity to attend a variety professional development opportunities regarding ELL strategies pertaining to content specific classes. Bronxwood Preparatory Academy will and has committed time, energy and resources to professional development activities. Our ESL coordinator is also in constant contact with content area teachers to help refine

instructional strategies specifically related to the ELL population. Throughout the year all staff members are trained for a minimum of 7.5 hours of ESL training as per Jose P. by seminars and inquiry led by qualified personnel. Records of these meetings are kept in the Principals office.

The needs of our ELLs have been identified and are being identified throughout the 2010-2011 school year. We will continue discussions using the materials given to us in our professional development and collaborative work. All teachers of ELLs have been exposed to the following topics for the 2010-2011 school year:

- Differentiated Instruction
 - Balanced Literacy Approach
 - Point of Entry model
 - Writing strategies
 - Reading across subject areas
 - Group activities
 - Literacy approaches
 - Infusion of sports themes
 - Interdisciplinary approaches
-
- Advisory curriculum
 - Project planning
 - Strategies to increase student achievement
 - Classroom management

Part A - Continued

As teachers work to plan collaboratively, we will continue to focus on instructional strategies to improve students' reading and writing skills. This year we have and will continue to create study groups with staff members to become more knowledgeable on how to instruct ELLs and increase their language proficiency skills through different instructional task(s).

Bronxwood Preparatory Academy has several procedures in place to ensure parents of ELL students are involved in the school community/culture. Frequent communication is published, translated and mailed about school policies, news, and events. On the individual level, the staff seeks information about the parents' lives of our students (e.g., cultural heritage, socioeconomic background, literacy level and household composition). Teachers listen to parents' concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family, drawing on their knowledge. The parent coordinator facilitates the parent association, which meets monthly. Through this forum, parents are encouraged to volunteer at Bronxwood Preparatory Academy during the school day. Our parent coordinator along with our ESL coordinator, also perform workshops specifically tailored to ELL parents. Peer volunteers will be assigned to serve as Cooperative Learning Partners to LEP students in other classes. Para-professionals will also be assigned to the ESL course to provide support in guided/cooperative learning activities. Parental involvement includes the school Parent Teacher Association, periodic parent-teacher conferences, and content-specific parent outreach programs that aim to involve parents in their children's education. These programs involve helping parents to understand graduation requirements, transcripts, and resources available to them and their children. Needs of parents are evaluated through parental outreach programs and the Parent Teacher Association, designed to inform and assess the demands of our community and population. Needs of the parents, such as understanding graduation requirements, reading transcripts, working on financial aid, and general

graduation requirements, are met through periodic outreach to our ELL community. These workshops are organized through our administration, parent coordinator, and ESL department and are held on Saturdays to accommodate parents' busy schedules.

Part IV – Assessment Analysis – See Attached LAP Worksheet

Implication for LAP Instruction

Analyzing the data on ELL students suggests that our ELLs need to improve Reading and Writing skills since this represented the greatest weakness on the available testing data (NYSESLAT, LAB-R, Periodic Assessments, Acuity, Scantron Performance Series, and Regents Exams) and guidance in the Social Studies. In order to help our ELL population succeed in the content areas, Bronxwood Preparatory Academy provides students the opportunity to get after school Regents Prep help; as well as mandated AIS tutoring. Administration is also actively involved in the success of our ELLs by sending content area teachers to specific professional development opportunities and workshops that target the success of ELLs in the content areas. Our ESL coordinator is also actively involved in disseminating pertinent information to the teachers and administration at Bronxwood Preparatory Academy. Wherever possible, students are given the opportunity to express their opinion in the native language as well as take mandated tests in their native tongue. BPA supports the use of the native language by providing students with bilingual glossaries, dictionaries, and appropriate reading materials. We have also purchased an ELL "library" specifically oriented towards the social studies content area because the data generated by the Global Regents supports additional social studies help.

Part A - Continued

ELL's are given the opportunity to take state tests and other assessments in their native language as per the accommodations provided by No Child Left Behind. In general the students opt to take assessments in English as our freestanding ESL program focuses on teaching content area vocabulary in English. Some students choose to answer questions in their Native tongue both on oral and written assignments. Teachers are aware that ELL students, especially beginner students, might not feel comfortable using English so peer to peer translation and/or teacher translation is often provided to accommodate these students. In general, ELL's are choosing to take assessments in English and hence perform better using English tests rather than Native language tests. The Native language is used primarily for clarification and understanding. Our goal at Bronxwood Preparatory Academy is to allow students the freedom to use their native language whenever the teacher deems it necessary with the understanding that English content area vocabulary must be used in all classes by all ELL students.

The results of the ELL periodic assessments are used by teachers to analyze what modalities need the most work and to extrapolate information on struggling ELL students. Once the results are viewed and analyzed, teachers focus on strengthening weaker modalities by differentiating instruction, using graphic organizers and communicating with the ESL department. The ESL coordinator readily makes periodic assessment results available for the content area teachers. What the school has learned from the periodic assessment is that our ELL students struggle most with the reading and writing modalities. It also shows that students struggle most with reading comprehension and text interpretation. School/curriculum goals have been aligned to mitigate these struggles. BPA looks to ensure that all students receive the proper and necessary services based on analysis of assessments. Based on the 8th grade Growth report, our students performed at levels 1 and 2 in both Math and ELA; it is clear that our students need additional instructional time in both areas. Activities that are employed to assist their learning in the ELA and ESL classes are differentiated instruction, balanced literacy approach, guided reading, read aloud, partner work, think pair share, brainstorming, literature circles, graphic organizers, small group instruction, readers' journals, poetry projects, teacher modeling and other techniques. We have and will continue to share the best practices for instruction and assessment which will drive instruction and future PD for ESL and content area teachers.

The success of our ELL program depends on several factors. Naturally we look at the scores generated by the NYSESLAT and extrapolate that information to see if individual ELL students are progressing or digressing in the four modalities. We also look at the information provided to us by periodic assessments as well as alternative assessments and Scantron's Performance Series. The data patterns across proficiency levels indicate that our students struggle most with the reading and writing sections of assessments specifically in the Global and ELA content areas. On a school level we frequently check with content area teachers to ensure that students are maintaining and progressing with their basic interpersonal communication skills and cognitive academic language. Report cards and progress reports are closely monitored by the ESL coordinator to ensure that students are on task and acquiring enough credits for graduation. The ultimate goal for ESL students is graduation as well as proficiency in the English language as assessed by the NYSESLAT.

As part of our Comprehensive Educational Plan for the coming school year, we will do the following:

- Program required minutes of ESL and ELA for all ELL students, based on their level of proficiency: one period per day each of ESL/ELA for Advanced students; two periods a day of ESL for Intermediate students. 540 minutes for beginning students per week.
- Ensure that all ESL and Content Area classes are taught by fully licensed teachers in their respective areas.
- Provide ongoing intensive professional development by a Staff Developer with knowledge, experience and license in English as a Second Language.
- Provide common planning periods for all classroom teachers.
- Provide opportunities for tutoring, after-school courses and Saturday courses for ELL students.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 11x514

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	205,301	195,049	400,350
2. Enter the anticipated 1% set-aside for Parent Involvement:	766	1950	2,716
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,265	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20,530	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Pps. 10-12

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Ppgs. 5-6, 15, 19, 3-24

3. Instruction by highly qualified staff.
Ppgs. 5-6, 15, 19-20
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.
Ppgs. 19-20, 26-27, 35-37
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Ppgs. 5-6, 15, 19-20, 35-37
6. Strategies to increase parental involvement through means such as family literacy services.
Pps. 17-18, 31-35, 37
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.
na
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.
Ppgs. 9-12, 15-16, 19-20, 15-16, 36
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.
Ppgs. 9-12, 15-16, 19-20, 23-24, 36

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.

Ppgs. 9-12, 35-36

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	-------------	--	---------------------------------------	--

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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			205,301	X	
Title I, Part A (ARRA)	Federal	x			195,049	x	
Title II, Part A	Federal						
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			9,023	X	
Tax Levy	Local	x			2,015,719	x	

-
- **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.
 -

