



**BRONX AEROSPACE HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (11/ BRONX/ 11X545)**  
**ADDRESS: 800 EAST GUN HILL ROAD BRONX NY 10467**  
**TELEPHONE: 718-696-6010**  
**FAX: 718-696-6030**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 545      **SCHOOL NAME:** Bronx Aerospace High School

**SCHOOL ADDRESS:** 800 East Gun Hill Road Bronx New York 10467

**SCHOOL TELEPHONE:** 718-696-6010      **FAX:** 718-696-6030

**SCHOOL CONTACT PERSON:** Barbara Kirkweg      **EMAIL ADDRESS:** Bkirkwe@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ann Purnell

**PRINCIPAL:** Barbara Kirkweg

**UFT CHAPTER LEADER:** Georgina Appiah

**PARENTS' ASSOCIATION PRESIDENT:** Ann Purnell

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Fadilia Smiley/Devin Joseph

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 551

**NETWORK LEADER:** Anita Batisti/Marge Struk

**SUPERINTENDENT:** Geraldine Taylor Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Barbara Kirkweg	*Principal or Designee	
Georgina Appiah	*UFT Chapter Chairperson or Designee	
Ann Purnell	*PA/PTA President or Designated Co-President	
Ann Purnell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Derrell Sparrow	DC 37 Representative, if applicable	
Fadilia Smiley Devin Joseph	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ernancelis Santana	Member/Teacher	
Makeda Wade	Member/Parent	
Adriana Crisan	Member/Teacher	
Zanette Joseph	Member/Parent	
Adoracion Hernandez	Member/Parent	
Loida Brito	Member/Parent	
Zulma Rivera	Member/Teacher	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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The Bronx Aerospace High Schools is a unique community, committed to preparing students to achieve educational and personal success in the 21<sup>st</sup> century. Our mission is to motivate our students toward academic excellence through high expectations. We provide the scaffolding to reach our high standards through a caring, safe and nurturing environment, completely conducive to teaching and learning. We will meet each student where they are academically, accept them for who they are personally, and lead them to success.

As English Language Learners, and Special Needs students become a larger segment of our population, we have chosen to develop processes to focus on the achievement of these populations. We have an Assistant Principal who concentrates solely on the academic achievement of our Special Needs population and an Assistant Principal dedicated solely to the academic achievement of our English Language Learners (ELL). These individuals are integral to the success of our school as these two populations make up 40% of our school enrollment. Another outstanding asset for our English Language Learners is our PSO, Fordham University. This PSO has numerous ELL staff development opportunities for our faculty, including training in SIOP, which is considered the premier strategy for second language instruction.

Our holistic approach to address each student's needs goes far beyond the classroom. Our PENCIL partner, Golden Touch Imports, is fully integrated into the operation of our school. The CEO, five of his department heads, and one of his professional colleagues, hosted a career day at our school in October. Our kids were able to speak with an accountant, computer programmer, network specialist, graphic artist, fashion designer, and an automotive technician. Our students are also able to become interns at Golden Touch. The Bronx Aerospace High School (BAHS) support team consists of four full-time guidance counselors, (one for each grade level), two full-time college advisors, a full-time parent coordinator, and student mentors, including recent graduates who work with us during summer vacations to help prepare incoming freshmen for the BAHS experience. The support team also includes our active Parent Association and School Leadership Team.

Our school promotes student achievement through the following creed: high expectations; no excuses. Students, teachers and parents all have responsibilities that lead to our common goal: Students achieve to prepare for college and beyond. All of our students are accepted into college; many gain acceptance to the school which was their first choice. We have two upcoming graduates very interested in Graphic Design, which prompted a visit to Atlanta later this month. We consider it a priority to fund visits to colleges which our students have demonstrated a desire to attend. Early this fall we visited colleges in the New York and Connecticut area. This month, we will visit Fordham University and Spellman, Clark, Morehouse Colleges, and the Art Institute in Atlanta, Ga.

We also believe that extra-curricular activities are important to the development of well-rounded students. The following activities are available to eligible kids: Flight Training; the Network for Teaching Entrepreneurship (NFTE); "I Challenge Myself" Cycling program; NYPD Explorers; and First Robotics.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	Bronx Aerospace High School				
<b>District:</b>	11	<b>DBN #:</b>	545	<b>School BEDS Code:</b>	321100011545

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.4	90.1	86.0		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.1	97.56	93%		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					74.7	77.7	51.9		
Grade 8									
Grade 9	122	136	139	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	107	118	128	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	99	66	68		2	6	5		
Grade 12	47	84	64						
Ungraded	2	1	4	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	377	405	403		7	21	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	13	29	Principal Suspensions	43	16	39		
No. in Collaborative Team Teaching (CTT) Classes	24	59	37	Superintendent Suspensions	23	9	16		
Number all others (resource room)	34	4	2						

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	none	none	None
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	33	76	84	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	3	11	23	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	26	26	24
<b>Overage Students: # entering students overage for grade</b> (As of October 31)				Number of Administrators and Other Professionals	12	16	18
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	1
	2	5	34				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b> (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	88.5	88.5	85.7
American Indian or Alaska Native	0.0	0.2	0.5	Percent more than two years teaching in this school	30.8	30.8	54.2
Black or African American	35.3	28.9	26.3	Percent more than five years teaching anywhere	46.2	34.6	41.7
Hispanic or Latino	62.1	66.7	69.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	2.2	1.5	Percent Masters Degree or higher	69.0	65.0	62.5
White	0.8	2.0	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	69.0	65.0	58.3
Multi-racial	0.0	0.0					
<b>Male</b>	80.6	82.0	82.4				
<b>Female</b>	19.4	18.0	17.6				

## 2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓.

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate**	
<b>All Students</b>	✓			✓	✓	✓	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				✓	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-		
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓		
<b>Student groups making AYP in each subject</b>				3	3	1	

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Exempted
Overall Score	83.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Student Performance Trends**

#### **SECTION IV: Needs Assessment**

#### **Student Performance Trends:**

- A very large portion of our students are members of the lowest third, citywide.
- We continually develop strategies to ensure the success of all of our kids.
- A number of parents refuse services for students who present the need for an Individualized Educational Plan, (IEP). The parents also encourage the students not to accept the services once they become 18 years old.
  - This is detrimental to the success of the student who are unable to be successful in the traditional classroom and requires the additional support.  
Last year, one of our students became a drop-out for this reason. Last Thursday, one of 18-year old, current students completed a planning interview to leave school, for this reason, as well.
- We need a method of debunking the negative connotation of special education services.
- We need a Bilingual Spanish Social Worker and Psychologist assigned to our School Based Support team (SBST), to support our school's population, which is 70% Latino.
  - Many of our parents do not speak English, and are unable to communicate with members of the team.  
The lack of a Bilingual member in one of these key positions is detrimental to student success, as it causes delays in service acquisition.  
These assignments would also engage more parents in the educational process,  
Parents would be more willing to become active participants if we demonstrated their value, by providing professionals capable of effectively communicating the needs of their children.

**Greatest Accomplishment:**

- All teachers use independent reading to promote literacy.
- An Administrator is assigned to each grade and held accountable for the achievement of the students within the grade.
- All teachers are assigned to one of two Lead teachers, who are held responsible for teacher development/preparation
- Our School Report Card Grade was an A.
- Our school received the “Well Developed” designation during our last Quality Review.
- Our Lowest Third students and Special Education students are passing Regents and classes at a higher rate.
- We celebrated 24 of our ELL students who tested out on the last NYSLESLAT exam

**Significant Aids/Barriers:**

- The lack of a professional bilingual member of the School Based Support Team assigned to our school
  - Substandard Attendance and Tardiness are issues that our school attendance team continually works hard to remedy.
  - Budget cuts have adversely impacted the ability to continue flight training outside of school
  - Select students do not comply with the school’s uniform policy.
- .



**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.

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**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)**  
**ELL**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Aerospace High School will continue to focus on our English Language Learners. Our new goal is to increase the number of ELL students earning 11+ credits by 5%</p>
<p><b>Action Plan</b>  <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>We hired an Assistant Principal dedicated to the ELL students and teachers. The AP has extensive teaching experience and demonstrated knowledge of using technology in the classroom to engage students in the learning process</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>We consider the salary for AP, ELL a cost effective measure to improve engagement and success of of ELL kids. We have placed mounted Smartboards in the ELL classroom and in the teacher's workroom to ensure teacher proficiency. We believe the increased teaching quality and student engagement will drive an increase in achievement.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will assess student learning, make classroom observations, and meet with the ELL staff throughout the year to evaluate student progress.</p>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the number of students passing the Living Environment Regents by 5%. We need to do a better job on the living environment regents. Our former living environment teacher left a year ago for medical school; and our scores declined. Students now require a skills class or summer school to pass the living environment regents.</p>
<p><b>Action Plan</b>  <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>We have hired a new living environment teacher. The second teacher is experienced, has a chemistry license as well, and can mentor our remaining, second year, inexperienced living environment teacher.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>The salary for the second Living Environment Teacher is the primary resource provided for this goal. An additional cost is the Living Environment teacher overtime (per session) required for additional support, which is available for students from 4:00 to 5:30 p.m. Monday - Thursday.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Classroom observations and interim assessments will demonstrate the need for any course correction(s) required to ensure the increase in student achievement. Each marking period, we will review the scholarship report for the teacher. Lead teachers are required to conduct classroom intervisitations to ensure effective teacher presentation. Additionally, administrators are assigned to each grade, and responsible for student achievement in the grade. The administrators conduct regular meetings with the teachers and guidance counselor of each grade to ensure all are on track for goal attainment.</p>
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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the number of African American students earning 11+ credits by 5%. We believe the most important things that happen at school are in the classroom. We want to provide professional development to help our teachers to enhance classroom engagement for the African American population.</p>
<p><b>Action Plan</b>  <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>We will conduct research and identify the best organization to provide on-site professional development to our teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>We will use our Title One Professional Development funds to hire two consultants for year-round training for our teachers. One consultant will provide professional development on the engagement of urban youth. The second consultant will support teachers in the effective use of gathering and using data, which will demonstrate which approaches to student work best.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The evidence of success will be increased credit accumulation of our American students. The previous years' semester data will be compared with current marking period data to ensure goal attainment.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of our students in the lowest third/special needs students to pass the English and mathematics regents exams by 5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will schedule content area teachers in English and math to teach in the self-contained programs. We will schedule an additional English and math skill building class for students in the lowest third population who are not also in the self-contained environment.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>We will ask select content area teachers to volunteer to teach in the self-contained environment. We will ensure the hiring of an adequate number of classroom para professionals. We will provide ongoing support to teachers through weekly lead teacher/subject/grade level and professional development meetings.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Biweekly Progress Reports and marking period report cards will be used as indicators of the effectiveness/success of strategy.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	39	96	6	58	0	0	0	0
10	32	23	22	67	0	0	0	0
11	6	2	2	8	0	0	0	2
12	2	2	2	2	0	0	0	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Our English program focuses in developing reading skills through shared reading and Independent reading. The English teachers provide one-on-one or small group tutoring daily during lunchtime and/or after school. Regents’ prep class is also provided for students who failed the Regents Exam in English during regular school day, and on Saturdays.
<b>Mathematics:</b>	Math tutoring, Math skills and Regents prep class are provided during school time, after school and on Saturdays. These will help students build understanding, skills, and confidence necessary to be successful in class and obtain a passing grade in Math Regents Exam. Tutoring is conducted in small groups or one-on-one.
<b>Science:</b>	Regents prep class is held during the regular school day and on Saturdays to prepare students for the Regents examinations. One-on-one or small group tutoring is also provided during lunchtime and after school.
<b>Social Studies:</b>	Regents prep class is held during the regular school day and on Saturdays to prepare students pass regents examinations. One-on-one or small group tutoring is also provided during lunchtime, Saturdays and after-school.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Counselors meet with parents on Saturdays, during school time and after school. Guidance counselors send parents progress reports each marking period. Counselors meet with at-risk students regularly, visit classrooms to observe and document students’ behavior and academic progress.
<b>At-risk Services Provided by the School Psychologist:</b>	We do not have a School Psychologist. Our School Psychologist medically retired two years ago. Due to DOE requirements for the position, we have not been able to replace her.
<b>At-risk Services Provided by the Social Worker:</b>	Our Social Worker retired at the end of the last school year.

<b>At-risk Health-related Services:</b>	The hearing impaired teacher assists a student with academic material using sign language. This happens daily during class time.
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

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

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**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:** 70 \_\_\_\_\_ **LEP** 0 \_\_\_\_\_ **Non-LEP**

**Number of Teachers:** 1; and 1 Asst Principal who also teaches ESL. **Other Staff (Specify):** Guidance Counselor

**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.

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**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.

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**Section III. Title III Budget**

School: 11x545 \_\_\_\_\_ BEDS Code: 321100011545 \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11,002.00	<b>We have budgeted for 220 hours of per session for ESL and General Ed teachers to support ELL Students in the Saturday Academy.</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	\$3998.00	<b>Budgeted for the Study Island Software Program</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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 have bilingual staff members translate all communication which originates at the school level. Each item we send to parents are sent in both English and Spanish. All DOE originated communication has the translation online for downloading.

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

We do not have needs in the area of written translation. The ongoing oral interpretation need is for a bilingual social worker and bilingual psychologist to be assigned to our School Based Support Team. Approximately 70 percent of our students are or Spanish descent. Many of our parents do not speak English at all. It is imperative that we provide our parents a forum for effective communication to understand the needs of their children, at our school.

#### **Part B: Strategies and Activities**

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

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

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	171,714	118,932	290,646
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,906	0	2,906
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,062	*	

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

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

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

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

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

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

Bronx Aerospace is committed to include parents in all the decision-making processes that impact academic performance of the students. Parents are a pillar in the education of our children. In support of strengthening student academic achievement, Bronx Aerospace has the following policy and school's expectations for parental involvement.

- Our goal is to increase parental involvement in school activities. This can be achieved by (a) having parents host more events for students, (b) informing parents about the Parent-Teacher Conferences and PA meetings, (c) making sure that Guidance Counselors are part of the grade-level meetings so that counselors can inform parents about students' progress and what they can do to assist, (d) providing information meetings about graduation requirements, (e) encouraging parents to attend Title I Annual Parent Meeting and ELL Parent Conferences, (f) making sure that parents complete the Parent School Survey and (g) conducting survey to determine parents' interests in extracurricular activities such as Multicultural Night, ESL and Literacy Classes for Parents.
- We would like to see more parents involve in School Leadership Team and PTA. Some of the items that will be discussed with the SLT and PTA are (a) increased participation on Saturday meetings on the third Saturday of the month (b) uniform policy (c) Ladies and Gentlemen's Clubs (d) students' academic performance (e) Saturday Academy (f) after-school program for credit recovery (g) participation in Field Day and Award Ceremonies and (h) increased participation in Parent Surveys.

***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.

Bronx Aerospace School-Parent Compact outlines 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. Some of these means are:

- Conducting grade level meetings with parents where parents, teachers, guidance counselors and students discuss progress and how to support children's achievement.
- Sending progress reports every marking period to keep parents informed about student academic progress.
- Sending letters home periodically to keep parents informed about student progress.
- Meeting the parents of students in danger of failing classes.
- Contacting the parents of students who are truant.
- Conducting home visits of students with attendance issues and whose contact information is not accurate.
- Updating the information in the Blue Cards, Home Language Surveys and Language of Preferred Communication.

## **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.
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.

3. Instruction by highly qualified staff.

Teachers conduct peer-intervisitations to ensure quality instruction.

Teachers are hired by a group of staff, parents, and professionals.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	N/A					
Title I, Part A (ARRA)	Federal	N/A					
Title II, Part A	Federal	N/A					
Title III, Part A	Federal	N/A					
Title IV	Federal	N/A					
IDEA	Federal	N/A					
Tax Levy	Local	N/A					

#### 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.

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## See Part C section I

1. Use program resources to help participating children meet the State standards.

Teachers use Mock Regents, Regents, and Acuity Test scores to ensure that students are meeting academic standards. Teachers will use assessment data results to reinforce their instruction. We will continue using Acuity results and teacher diagnostic exams to help assist students

2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - Our school has College Readiness, SAT, and Comic Spirit courses for advanced students.
  - Advanced students can also attend College Now classes at Lehman College to earn college credits.
  - Students are also provided with counseling services, college and career services, and tutoring programs.
  - The school uses the Sheltered Instruction Observation Protocol, (SIOP) and Point-of-Entry model, as well as Smart Boards to increase the quality of student learning.
  - Incoming freshmen are introduced to our school by a two-week orientation prior to the school year commencement.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  - Our school is open Monday – Friday from 7:00 a.m. until 8:00 p.m.
    - Assistant Principals and Principal have overlapping, non-traditional 8-hour schedules to ensure the school is able to meet the needs of students and parents for 13 hours/day each day that school is open.
  - The Saturday Academy is conducted for elective courses, academic support and credit recovery throughout the school year.
  - Our Pencil Partner CEO, Golden Touch, Inc., dedicates numerous hours and staff support to our career days, and our Network for Teaching Entrepreneurship (NFTE) program
  - He also opens his doors for our faculty and students throughout the school year.
  - Physical education classes are conducted at the beginning and end of the school to minimize excessive wardrobe changes throughout the school day.
  - Guidance Counselors work nontraditional schedules to provide counseling at the end of the school day instead of removing students from the classroom for sessions.
4. Coordinate with and support the regular educational program;

- Our school has a flight program which requires students to apply concepts learned in science and mathematics
- Our school has a robotics program which uses many of the same skills as the flight program.
  - It is very helpful that our pilot is also the team leader for our robotics program
- We have two extremely dedicated teachers, (English and mathematics) who have successfully implemented the Network for Teaching Entrepreneurship (NFTE) program
  - Students participate in this program before the beginning of the regular school day
- Principal offers an elective Air Traffic Control class during the Saturday Academy

5. Provide instruction by highly qualified teachers;

The Administration seeks assistance from staff and parents to discuss the hiring process. All candidates for faculty positions are required to complete a demonstration lesson in an actual classroom. Selections for faculty positions are made by the students.

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

- The school provides a Bilingual Orientation Center for parents and students to assist parents who are struggling in English.
- All parents are invited to join the PTA.
- All letters and phone calls are made in dual languages.
- Elected parents are also members of the School Leadership Team.
- Parents help plan and participate in all school events
- Teachers attend In-house Professional Development meetings on a weekly basis.
- Our Network, The Fordham PSO provides monthly, high quality professional development available to the entire faculty.
- Teachers and the Lead AP/Principal/Guidance Counselor hold grade-level meetings weekly

7. Provide strategies to increase parental involvement; and

See Above

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

- Teachers are provided with an open forum during Professional Developments to discuss student progress.
- Grade level meetings allow teachers and counselors to discuss individual students.
- Administrator assigned and responsible for the achievement in each grade

- Assistant Principals with licenses in the content areas are hired/required to ensure compliance in the areas of Special Education and ELL.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring N/A**

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.
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.

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

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) [N/A](#)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.) **5**
2. Please describe the services you are planning to provide to the STH population.

**We provide counseling to students in Temporary Housing to ensure that they feel safe at the location. We closely monitor attendance.**

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

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



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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bronx Aerospace High School						
<b>District:</b>	11	<b>DBN:</b>	11X545	<b>School</b>		321100011545	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		91.4	89.1	88.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.1	97.2	98.4
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.7	51.9	51.9
Grade 8	0	0	0				
Grade 9	136	139	124	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	118	128	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	66	68	79		2	30	13
Grade 12	84	64	65				
Ungraded	1	4	3	<b>Recent Immigrants - Total Number:</b>			
Total	405	403	381	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	21	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	13	31	35	Principal Suspensions	43	48	39
# in Collaborative Team Teaching (CTT) Classes	59	38	33	Superintendent Suspensions	23	19	16
Number all others	4	14	14				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	Number of Teachers	26	26	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	16	13
# receiving ESL services only	76	84	TBD				
# ELLs with IEPs	11	23	TBD	Number of Educational Paraprofessionals	0	0	1

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

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
	2	5	47	% fully licensed & permanently assigned to this school	88.5	88.5	86.4
				% more than 2 years teaching in this school	30.8	30.8	44.0
				% more than 5 years teaching anywhere	46.2	34.6	56.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	69.0	65.0	76.0
American Indian or Alaska Native	0.2	0.5	0.5	% core classes taught by "highly qualified" teachers	81.5	93.0	79.6
Black or African American	28.9	26.3	25.5				
Hispanic or Latino	66.7	69.7	71.1				
Asian or Native Hawaiian/Other Pacific	2.2	1.5	2.1				
White	2.0	0.7	0.8				
<b>Male</b>	82.0	82.4	84.0				
<b>Female</b>	18.0	17.6	16.0				

#### 2009-10 TITLE I STATUS

	Title I						
v	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

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

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

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
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**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	93.8	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	8.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	49.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	10.5					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>Bronx</b>	District <b>11</b>	School Number <b>545</b>	School Name <b>Bronx Aerospace</b>
Principal <b>Barbara Kirkweg</b>		Assistant Principal <b>Natacha Seignon</b>	
Coach <b>Mr. Waithaka, Lead Teacher</b>		Coach	
Teacher/Subject Area <b>Ms. Crisan, ESL</b>		Guidance Counselor <b>Ms. Jennifer Martinez</b>	
Teacher/Subject Area <b>Ms. Cohen, English</b>		Parent	
Teacher/Subject Area <b>Ms. Brito, Spanish</b>		Parent Coordinator <b>Ms. Chandra Joseph</b>	
Related Service Provider : <b>Grade Level Counselors</b>		Other <b>Ms. Appiah, Social Studies</b>	
Network Leader <b>Dr. Anita Batisti, Marge Struk</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>375</b>	Total Number of ELLs	<b>63</b>	ELLs as Share of Total Student Population (%)	<b>16.80%</b>
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## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Initial Process

##### Part II

##### 1. Initial identification process

- Home Language Identification Survey (HLIS) is given to all newly admit students to the NYC DOE public schools and their parents during admission and registration process. For students who have been in a NYC DOE school previously, the ESL Assistant Principal reviews their information on ATS to determine if the student was previously an ELL and if so at what level. If it is determined that the student is not an ELL then the student is scheduled for classes according to his/her needs.
- Once it is determined that a student speaks a language other than English, an interview is conducted by a certified ESL pedagogue to make sure that the student is actually an English Language Learner (ELL).
- After the interview with the ESL pedagogue/ ESL Assistant Principal (AP), the student takes the LAB-R.
- If the student scores below the passing requirement for 9th through 12th grade, depending on the grade, student is entitled to receive language support services such as TBE (Transitional Bilingual Education), Freestanding ESL, or Dual Language Program.
- Once it is determined that student is eligible for services, and after the parent orientation and discussion of the ESL program available at our school, the student is placed in our freestanding ESL program. In addition, an entitlement letter is sent home letting parents know of student's eligibility and ESL qualification.
- All parents are invited to come to the school for an orientation and to discuss the language learning program choices (TBE, Dual Language, and Freestanding ESL) that are available for the student.
- At the parent orientation he/she is introduced to the ESL teacher, ESL AP, and guidance counselor. After the introduction, the parent watches a video that is available on the DOE website. After watching the video, the parent becomes more aware of the program choices and can choose the type of language program desired for the student.
- The parent is then informed of the Freestanding ESL Program with bilingual support that we offer at BAHS

In case newly admitted student does not understand English.

- When students are not able to take the LAB-R because of not speaking English—the ESL AP marks the bubble unable to answer on the answer sheet. Then, student and parent are informed that the student will be placed in the beginning level of our freestanding ESL program.
- In the case where student speaks Spanish only, our school uses the Spanish LAB to determine how literate or functional student is in Spanish.
- The score of the Spanish LAB can also be used for bilingual education program setting. In case parents choose to register a child in a bilingual program, the Spanish LAB can be used to determine bilingual placement.

The ELL Identification process must be completed within 10 school days of student's initial enrollment as per CR Part 154.

- The ESL Assistant Principal is the designated ESL pedagogue who is responsible for conducting the initial interview to ensure that a student is tested properly and is administered the LAB-R or the Spanish LAB.
- If the HLIS states that the language spoken at home is other than English. The child is flagged to be tested.
- The AP of ESL conducts interviews in English to determine if student speaks English or not.
- The LAB- R is given to student to make sure that student is able to listen, speak, read, and write in English.

##### Responsibility

- The Assistant Principal of ESL administers the HLIS, LAB-R, Spanish LAB, and conducts initial interviews.
- The Assistant Principal is fluent in Spanish and French and is able to speak to students who need assistance in those foreign languages.
- The Assistant Principal is able to communicate with parents in their native language Spanish, since most of our parents speak only Spanish.
- Languages spoken by ESL pedagogues are English, Spanish, French, Romanian, and Haitian Creole.
- The AP of ESL is a teacher of ESL and is responsible to administer the LAB-R to newly admitted students.
- The AP of ESL is the only staff trained in the process of LAB-R admission, to handle and administer HLIS, and to conduct initial interviews to prospective ESL students.
- Once students are eligible and identified as ELLs, parents come in for orientation and parents sign documents.
- Documents such as HLIS, entitlement letters, parent choice are kept in the office of the AP of ESL in a designated file cabinet.

Description of the steps taken to annually evaluate ELLs using the New York State English as a Second Achievement Test (NYSESLAT):

- Using the RLAT report in ATS the number of students and their ESL levels are determined based on their NYSESLAT scores of the previous year.
- Identified students are considered or identified as ELLs based on the NYSESLAT scores or their LAB- R scores.
- Newly admitted students that do not have a NYSESLAT score are identified on RLER which is an ATS program that advises ESL AP of students that need services and NYSESLAT for spring.
- Based on those two ATS reports BAHS is aware of all ELLs and students are programmed according to their levels (beginner, intermediate, and advanced).
- Beginner students are programmed for 540 minutes per week. They receive 3 ESL classes per day.
- Intermediate students are programmed for 360 minutes per week. They receive 2 ESL classes per day.
- Advanced students are programmed for 180 minutes per week. These students receive 1 ESL class per day. In addition, they are also programmed for regular English classes.
- The ESL curriculum taught by the ESL teachers is aligned to the English Language Arts core curriculum with rigorous standards in the students' grade level.
- BAHS has a copyrighted Humanities curriculum used by all English teachers. This curriculum is also used by ESL teachers with the ESL curriculum.

2. Structures in place to ensure that all parents understand all three program choices (Transitional Bilingual Education, Dual language, Freestanding ESL)

- Parents are invited to attend orientation meeting for all newly enrolled ESL students at BAHS where the AP of ESL provides information to parents about all three program choices (TBE, Dual Language, and Freestanding ESL), programs offered at BAHS, accommodations, and graduation requirements for ELLs.
- The program and curriculum of ESL are explained to parents in flyers available in the office of English Language Learners. The Epic case is also explained to parents in their native language.
- BAHS has a large majority of parents who receive information in Spanish since most of them only speak Spanish.
- Parents are made aware that BAHS offers a freestanding ESL program where students' native languages of Spanish and French are supported.
- Freestanding ESL is the program model at BAHS. Students are programmed to receive ESL classes. Students are taught in English by a licensed ESL pedagogue; either the AP of ESL or the other licensed ESL pedagogue.
- ESL classes follow the same structure as the other subject area classes. Classes are 36 minutes long. Teachers follow an ESL curriculum. Students are involved in independent reading. Mini-lessons are done by teachers. Students participate in small group/paired work. Finally, teachers summarize the lessons taught.
- The expectation for our ESL students is rigor just as it is for our general education population students.
- Our ESL students finish high school with more than 44 credits because they have taken ESL courses throughout the course of their high school years which gives them more credits than the general education students.

Communication with parents:

- The AP of ESL conducts orientation of the ESL program to newly admitted ESL students and their parents.
- Freestanding ESL program is explained to parents. The AP informs parents of how students' native language will be supported. All teachers provide support to students. BAHS provides bilingual dictionaries, glossaries, and textbooks in students' native language.
- After the program is explained, parents choose and sign all appropriate forms such as entitlement letter, selection form, etc. .
- Expectations for students attending BAHS are explained to parents thoroughly.
- Most of our parents speak Spanish and some speak French. If parents speak any of these languages the AP of ESL is able to speak to parents in their native language.
- Based on ATS bios, and the HLIS, our students and their parents speak Spanish, French, and Filipino.

Description of the process, outreach plan, and timelines:

- Notifications are sent to parents in English and Spanish given that the majority of our students speak Spanish at home.
- Parents receive entitlement Letter for newly admitted ELL students based on the LAB-R scores.
- The Continuation of Entitlement Services letters are also sent home to parents for students who will remain in our ESL program if they did not score proficient on the NYSESLAT.
- A letter of non-entitlement of services is also sent home to parents in the case where students score proficient on the NYSESLAT.
- The decisions are made annually once BAHS receives the NYSESLAT scores.

Case of new ELL students

- Parents of newly arrived students are invited to attend a Parent Orientation Meeting to inform them about ELL programs offered (transitional bilingual education, dual language program, and freestanding ESL program).
  - Parents are shown the online orientation video for ESL parents available on the DOE website.
- BAHS English Language Learners (ELLs) Handbook
- BAHS has a published ELLs handbook that is provided to parents.
  - The handbook informs parents about the freestanding ELLs program that we have.
  - This handbook also informs parents of students' rights and responsibilities. In addition, the handbook provides strategies to help parents reach out to their children and help them become successful in school.
  - The handbook is also a tool that parents can use as a reference in order to keep abreast of the structures and requirements of ELLs at BAHS.

### 3. Structure in Place/Entitlement Letters/Parent Notification

- The Principal, Assistant Principal of ESL, Guidance Counselor, Dean, Pedagogues, and non-pedagogues interact with parents to address academic, attendance, and behavior issues of every child.
- Attendance team meets to discuss academic concerns of all students, including ELL students.
- If students are absent to school, parents are called. School attendance teacher reaches out to parents and makes them aware of student attendance issues.

### School Professional Development

- BAHS teachers have opportunities to attend weekly meetings in grade level meetings, subject area meetings, and professional development for staff.
- During meetings and professional development, teachers share intervention goals, effective strategies, and establish interventions for students.
- Interventions are communicated to parents when they are implemented on individual students. Parents are contacted and are invited to meet and discuss solutions for that particular child/student.

### Parents' Participation

- Parents participate in the lives of their children through PTA meetings, parent orientation meetings, open school days, regular counselor contact, and child progress meetings (for under-credited students).
- The school is planning to offer parents ESL courses and other programs requested by parents. Parents can participate in these programs after school or on Saturdays depending on the time the programs are scheduled.
- The school has information available in both languages, Spanish and English. This allows our Spanish speaking parents to be more involved in the lives of their students by providing them with homework help, academic development and college preparation.
- The school's parent coordinator, in coordination with the AP of ESL arranges meetings and workshops to provide parents with vital information about our school's ESL program, and language option programs that are also available at other sites.
- Parents are made aware of all programs that will help their children develop English language skills.

The following list describes different activities or information we provide parents. The following list is a description of our program implementation.

- a) Letters for waiver of transfer (program selection)
- b) Description of ESL program (provision of the school's ESL program narrative that can be understood by parents)
- c) NYSESLAT assessment notification to Parents (parent accountability, NYSESLAT and Regents preparation after-school/Saturday program)
- d) Parents and Teachers Association's Representative (election process dissemination)
- e) Community resources for Immigrants (inform parents about institutions within the community and legal issues pertaining to immigrants)
- f) Community and School Language Programs for Adult LEPs
- g) Graduation requirements (Regents Examinations, high school credits)
- h) Community resources (college partnerships)
- i) Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance)
- j) Assessment information (Regents, NYSESLAT, LAB-R, ATS, PSAT)
- k) Parental accountability (attendance)
- l) School accountability (proper placement, general education and ESL teacher training, compliance)
- m) Translation resources for parents who do not speak English (NYS and NYC DOE Websites)
- n) Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
- o) Transition to college (dissemination of information to parents and students in different languages)

p) Special education information that relates to English Language Learners (ELLs)

#### 4. PLACEMENT

- Students are placed in our freestanding program based on scores obtained in the LAB-R ( initial assessment) and their NYSESLAT scores (annual assessment) as per CR Part 154 mandates
- Students are divided into 3 different groups as per state requirement (Beginner , Intermediate, and Advanced levels)
  - a) Beginner: High school ELL students in this category receive 540 minutes of ESL services per week in 3 units per day.
  - b) Intermediate: High school ELL students in this category receive 360 minutes of ESL services per week in 2 units per day
  - c) Advanced: High school ELL students at this level receive 180 minutes per week in 1 unit per day.
- BAHS also provides students with opportunity to acquire native language support.
- Teachers allow students to acquire native (Spanish) language support which research has proven to increase students' language learning abilities.
- During independent reading our beginner students are able to read a book in their native language.
- During afterschool tutoring sessions, students are also able to receive interactive online sessions in their native language
- In science, global history, and US history; Spanish speaking students are also able to use a Spanish textbook.
- Our students participate in Spanish as a second language class. Our ELL students are prepared to take the Spanish regents. They are usually very successful in the Spanish regents. Last year BAHS had 100 % success on the Spanish regents.

Students are prepared as follows:

Level I (beginner) Units of instruction and native language support

- 3 periods of instruction – within the 3 periods students receive native language support
- Classes are 36 minutes long. Students receive 540 minutes per week of ELL instruction with native language support
- Students also receive support in content area classes where they can follow using a Spanish native language textbook. Content area classes are also 36 minutes long – students receive support but using native language textbooks and Spanish literature books. Students receive time in the classroom to engage in native language support in the ESL class and content area classes in total. The ESL teacher allows independent reading time in English. When students are at the intermediate level, they receive less time in Spanish. The focus is to increase English exposure so that students can acquire the language faster.

Level II (intermediate) units of instruction and native language support

- 2 periods per day. Students receive 2 units of instruction in ESL. 360 minutes per week
- Spanish is offered to students. Students are programmed 1 unit per day (36 minutes). 180 minutes of Spanish
- Students are also supported in their native language using textbooks and dictionaries.

Level III (advanced) Units of ESL instruction and native language support

- 1 period/unit of ESL course per day. 180 minutes per week.
- Students are offered Spanish class. 1 unit per day. 180 minutes per week.
- Students are able to take the Regents at the end of the year and are successful. BAHS students always perform well on the Spanish regents.

#### 5. Parent Survey Trend

Description of Freestanding ESL Program

- BAHS offers a freestanding ESL program. This program provides intensive instruction in the four modalities of language acquisition (listening, speaking, reading/comprehension, and writing).
- This program uses the academic and cultural experiences of the student as a platform to provide the appropriate instruction in English in the appropriate grade and is in accordance with the student's NYSESLAT level.
- In addition, a freestanding ESL program is a program of instruction composed of two components, a language arts and a content area instructional component.
- Furthermore, the ESL teacher also supports students in the content areas by working closely with content area teachers to provide support to students in the native language as needed. For example, beginner students can read books in Spanish and they transition to English books as they get more comfortable with English.

#### TREND

- The trend at BAHS is that parents choose our freestanding ESL. The ESL program that we offer at BAHS.
- Native language program is provided to students who need it. Most of our students are Spanish- speaking.
- Native language support is provided by our licensed teachers. Our Spanish teacher is also able to provide instruction in content area.

#### 6. Alignment of Freestanding ESL program and Parent Choice:

- Our parents are informed of our freestanding ESL program.

- The ESL Assistant Principal takes time to explain the program in the parents' native language; if it is Spanish or French.
- Parents come to the school after pre-registering at the district office (OSEPO), where students are first registered before the students are sent to our school for admission. Some students also come to us via the 9th grade articulation. This means that we get them in the 10th grade. They already know about BAHS from their previous high school.
- By the time parents/students come to our school they are aware that BAHS offers a freestanding ESL program.
- The majority of our parents have chosen freestanding ESL because they want an English only environment instead of a transitional bilingual and dual language program.
- Our parents are provided with a program selection form when they register. This information gets entered in ATS. From HIBE or the parent selection forms kept at the school, BAHS determines how many students are in need of a particular program.
- Our school will create a bilingual program if the parents desire providing that we have at least 20 students in our high school requesting bilingual services. HIBE is used in ATS to keep administrators informed of parents' choices.
- Parents could have made a request a year or months ago to institute a Transitional Bilingual Education program, but school did not have enough students.
- Once our numbers determine that we have at least 20 students, we can create a (bilingual) program based on the parent selection form or the HIBE report.
- Once a program is created, we will notify parents that the program is available and they can sign consent forms for their children's participation in the program.
- We are aware that some of our students need support in their native language. Although freestanding is English only; we provide students with native language support whenever it is needed.
- Beginner students are provided with additional help in the native language. Progressively students may choose to read books in English. These students read novels during their independent reading. We provide them with support in all content areas (global history, US history, mathematics and science).
- Parents are also informed and communicated in Spanish and English. All information is sent home in these two languages.

## Part III: ELL Demographics

### A. ELL Programs

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

<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										9	8	8	7	32
<b>Push-In</b>											2	2	2	6
<b>Total</b>	0	0	0	0	0	0	0	0	0	9	10	10	9	38

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	21
SIFE	6	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	40

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	1	21	14	3	21	40	2	21	63
<b>Total</b>	<b>9</b>	<b>1</b>	<b>21</b>	<b>14</b>	<b>3</b>	<b>21</b>	<b>40</b>	<b>2</b>	<b>21</b>	<b>63</b>

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

## C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	20	14	4	60
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										1		1		2
<b>TOTAL</b>	<b>0</b>	<b>23</b>	<b>21</b>	<b>15</b>	<b>4</b>	<b>63</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

#### Part IV. Programming

##### 1. Instruction delivery (a-organizational model and b-program models)

- Bronx Aerospace utilizes the Sheltered Instructional Model (SIOP model) to introduce standard-based, core curriculum utilizing ESL methodologies that make academic content accessible.
- As students increase proficiency in English, they are exposed to standards content using material at the student's reading level.
- Students are programmed based on proficiency levels.
- ELLs participate in after school, Saturday, Summer Regents Prep and English development programs.
- The School is currently combining push-in, team teaching and self-contained ESL.
- ELLs are programmed based on the credit accumulation requirements needed to graduate.
- Individual students have longer days to catch up with courses and credits needed for graduation.

##### 2. Placing ESL Students

- Students are placed in the ESL program based on scores obtained on the LAB-R (initial assessment) and the NYSESLAT (annual assessment) as per CR Part 154 mandate.

• According to part CR154, ESL students are to receive the following at the high school level:

- a) Beginner students receive 540 minutes per week.
- b) Intermediate students receive 360 minutes per week.
- c) Advanced students receive 180 minutes per week.

Our school takes into consideration the programming guidelines and the cluster of classes that are grouped with the mandated minutes for the ESL classes.

- The programmer arranges the schedule with the assistance of the AP of ESL in a way that students receive the mandated hours in consultation with the school.

- Classes are 36 minutes in block of two periods; and ESL classes are scheduled following the block of classes taking into account the mandated minutes for the levels of beginner, intermediate, and advanced students.

- a) Beginner students are programmed for a minimum of 3 units of ESL per day
- b) Intermediate students are programmed for a minimum of 2 units per day.
- c) Advanced students are programmed for a minimum of 1 unit of ESL per day.

During the fall semester ESL students were programmed for additional minutes because of the blocked schedule and day rotation with other

content areas, students received additional minutes in ESL. Beginner students are able to benefit from additional minutes in their ESL classes which will help them improve their English skills.

Sample of fall class schedules for (Beginner, Intermediate, and Advanced)

- Beginner students received 612 minutes of ESL per week.
- Intermediate students received 412 minutes of ESL per week.
- Advanced students received 180 minutes of ESL per week.

Many of our students are also scheduled for Spanish classes because they take the Spanish regent at the end of the year.

- Special Education students who are also ELLs are programmed based on the requirement of their IEPs.

In the spring students will receive services based on their level. However per the state mandate ELLs students are to receive the following minutes (B=540, I=360, and A=180).

Spring 2011 ESL schedules

- Beginner students will receive a minimum of 540 minutes per week.
- Intermediate students will receive a minimum of 360 minutes per week.
- Advanced students will receive a minimum of 180 minutes per week.

Students may receive more ESL classes such as additional ESL cultural classes or language support classes. However, all students will receive mandated minutes according to the state requirement.

### 3. Content Area Delivery

- BAHS has a copyrighted humanities/ English curriculum. ESL and NLA/FL teachers use authentic and abridged literature that is used with the US history and the English program. As students increase proficiency in English, they are exposed to the same mainstreamed textbooks as the general education population of Bronx Aerospace High School. Spanish as native language is also used less as students become more comfortable and expressive in English.
- Instruction is aligned to the New York City and New York State Learning and Core Curriculum Standards. The methodology of instruction implements a balanced literacy approach to second language acquisition. This is done by implementing a whole language experience that integrates different content areas as part of the humanities thematic learning approach using the scope and sequence of the curriculum.
- Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles.
- Lessons are structured and designed to include the Cognitive Academic Language Proficiency Skills (CALP) of the students as a scaffold of instruction based on prior knowledge and culture of students.
- Content area books are provided in the native language of Spanish to facilitate instruction. This also prevents students from falling behind academically in content area classes. Providing NL support helps the school prepare students to take Regents in their native languages if they choose to do so.
- Portfolios are also kept to provide evidence of student performance in the content areas.
- Testing modifications are provided to all ELLs. ELL students receive time and a half on standardized tests. ELLs also receive instructional modification where teacher differentiates instruction and presents the lesson according to students' learning styles.
- Our ESL program incorporates additional supplementary language services to encourage students to build strong foundations in their native language.
- Students are able to receive additional services during the school day, after school, and during Saturday school.
- Our ELL students are programmed to receive native language instruction in an advanced foreign language Spanish class with native speakers of English. This instructional approach provides the opportunity for both groups of language learners to interact in both languages and learn languages from one another. Current research proves that this approach accelerates the acquisition of language skills for both groups.
- An analysis of native language arts assessment result will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school to develop an intensive literacy program that addresses students' needs to coordinate instructional strategies with the foreign language teacher.

### 4. Differentiated Instruction of English Language Learners (ELLs)

Description of differentiated instruction for ELL subgroups

- Classes are grouped according to ESL or NYSESLAT levels of students.
- In class, the ESL teacher differentiates instruction so that students are assisted at various degrees of proficiency levels in English based on the RLAT report on ATS.
- A Smartboard is used in every ESL and content area class. Using the Smartboard, teachers are able to reach students with various learning styles.
- The Smartboard provides support for multiple learning styles and learning abilities (visual, spatial, auditory or kinesthetic).
- The ESL teacher is able to provide small group instruction to struggling learners. In small groups, the teacher can conduct read alouds or give students small group instruction in writing.

Explanation of Instructional plan for SIFE

- Our SIFE students receive instructional support as needed. Our students read and keep reading logs of the various books that they read. Based on student logs, teachers can see where students are struggling and offer support as needed.
- SIFE students also read books based on their levels. The ESL teacher monitors progress from portfolios, notebooks, and reading logs.

- BAHS plans to offer more programs for SIFE students. BAHS will explore WILSON reading intervention and other interventions that help students improve reading skills.
- Our school is receptive to having professional development and additional resources that work best for our SIFE population.

#### Description of plan for ELLs in United States (US) schools less than 3 years (newcomers)

- Students who are in the US for less than 3 years are monitored closely to ensure that they are progressing accordingly in all four modalities of the English language (listening, speaking, reading, and writing).
- Many of our students tend to perform very well in most content area classes since we provide them with native language support within the content area.
- Content area teachers provide native language support in many ways. Students are able to use bilingual dictionaries, glossaries, textbooks in Spanish.
- Some teachers use interactive online lessons in Spanish after school to ensure that newcomers understand the lesson taught in class in English. In these sessions students get to use their learning abilities such as visual, kinesthetic or auditory. When teachers use the Smartboard students are able to respond faster and understand the lesson faster.
- BAHS has hired bilingual paraprofessionals to assist ELLs in native language in special education setting.
- Our teachers are encouraged to use Pearson Online interactive instruction to help students understand skills and concepts in their native language of Spanish in math, social studies, and science.

#### Description of your Plan for ELLs Receiving Services 4 to 6 Years

- The plan for ELLs receiving services for 4-6 years is to increase performance in reading comprehension and writing in order to perform well on the NYSESLAT to either move up to become proficient or exit the program.
- This is accomplished by following the instructional model of the school which includes a double or block period of independent reading incorporated in the lesson plan to allow for teaching of specific literacy skills.
- Our 4-6 year ELLs also receive Regents prep courses after school in the areas of global history and living environment to help them become successful on upcoming Regents.

#### Long-term ELLs (students who completed 6 years)

- We provide strong instruction in reading and writing to help our long term ELLs become skilled readers and writers so that they can become proficient on the NYSESLAT and exit the ESL program.
- ESL teachers closely monitor students in all four modalities. Students are provided with small group instruction by the AP of ESL. In small group, students will be provided with writing sessions to develop specific writing skills.
- Once students exit the program, we will provide them with additional support and continued modification on exams.

#### ELLs Identified as Students with Disabilities

- ESL students with disabilities are served based on the recommendation of their IEPs.
- ESL students, whose Individualized Educational Plans (IEPs) indicate the need for monolingual (English) services only are not programmed for ESL.
- ESL students whose IEPs recommend ESL services are programmed for recommended ESL minutes based on state requirements.
- There is a bilingual paraprofessional in special education classes to assist ELLs as needed.
- Some special education ESL students are not programmed because the IEP mandates that the concern is not English and students need to remain in the special education environment with the aid of a professional of special education.
- Students with disabilities that are programmed for ESL receive differentiated instruction in the classroom. Students are provided with small group instruction or one-on-one instructional time.
- All students, including students with disabilities have to take the NYSESLAT at the end of the year.

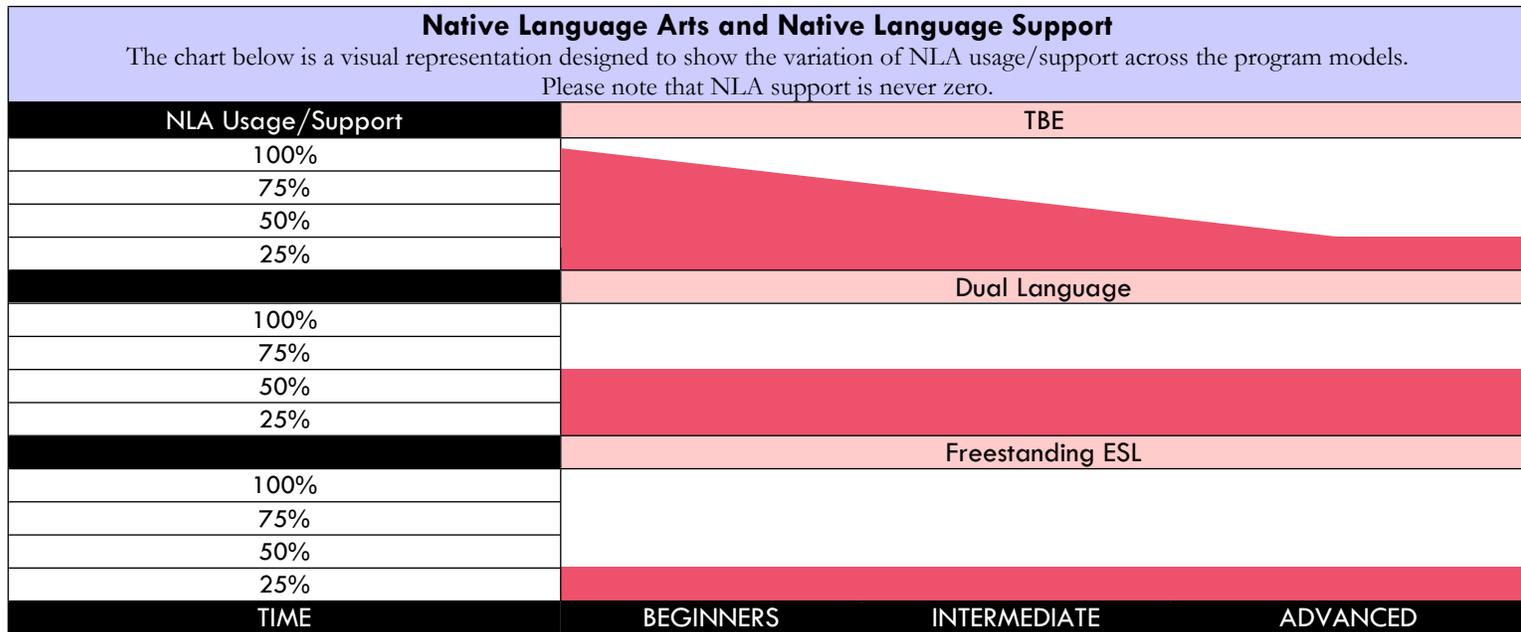
#### Description for Transitional Support

- Students who have reached proficiency on the NYSESLAT continue to receive testing accommodations based on state mandates.
- Once students have become proficient parents are informed and letters are sent home making parents aware of students' new proficiency status.
- Students are now identified as former ELLs.
- Our former ELLs receive support in reading and writing as needed.
- The ESL teacher, Assistant Principal of ESL, and Guidance Counselor continue to monitor students to ensure that students are doing well on all regular content area and English classes.
- Former ELLs are permitted to have testing accommodations for two years after becoming proficient on the NYSESLAT according to state regulations.
- In the upcoming school year, we plan to continue serving our students based on their NYSESLAT results.
- We plan to have more resources available to our ELLs. We also plan to use more technology in the classroom to help with the advancement of our ELLs.
- We will provide students with a freestanding ESL program that supports their native language and use technology to differentiate instruction.
- We would also like to invest in programs that will enrich students in the core curriculum rigorous requirements.
- Students will continue to receive additional support in reading, Regents prep, and writing.

- Assessment data will include instructional trends and methodologies used by the New York State Education Dept. Certified ESL and general education teachers with ELLs will continue to identify strengths and weaknesses across the content area.
- Teachers will continue to plan collaboratively and provide proper interventions to address academic needs of students and professional needs of other staff at BAHS.
- BAHS uses the Point of Entry Model, Balanced literacy, and Sheltered Instructional Observation Protocol (SIOP). Those strategies are proven to be effective with all of our students, including newcomers, SIFE, long term ELLs, and students with disabilities.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



## B. Programming and Scheduling Information--Continued

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

### Programming and Scheduling Information

#### 5. Targeted Intervention in Content Area

- BAHS has hired a bilingual math teacher to team teach with the integrated algebra teacher. This supports the academic achievement of our beginners, to ensure success on the math algebra regents.
- Before failing any student for a semester, teachers must demonstrate six interventions such as made up work, diverse assessments, family contact to inform progress or lack of progress, home visits, recommendation for p.m. or Saturday Academy.

#### Teacher Intervention and Training

- BAHS has invested on the latest technology such as: Smartboards and laptops. Each classroom has a mounted Smartboard that teachers use to facilitate interactive lessons.
- We have on-site teachers, a lead teacher, and an AP of ESL, trained on the SIOP protocol who are able to provide professional training to teachers as needed.
- Our lead- teacher is also a mentor to many of our new teachers which allows for classroom visits and corrective mentoring as needed.
- Teachers are invited to attend the latest workshops on technology.
- A Smartboard is also mounted in the teacher lounge/workroom to facilitate training and practice. Teachers also use the Smartboard in teacher lounge to prepare interactive lessons for their students.

#### 6. Continuing Transitional Support (2 years) for ELLs reaching Proficiency on the NYSESLAT

- Once BAHS receives the results of the NYSESLAT and these show that students scored proficient, a letter is sent home informing parents of their children's status.
- Students will continue to receive testing accommodations and are provided with reading or writing support as needed.
- Students are monitored by ESL teacher, AP of ESL and guidance counselors to ensure that progress is being made even after students have exited the ESL program.

#### 7. Program continuation

- All current programs in place for ELLs will continue at BAHS.
- We plan to meet the needs of our students by providing them with all courses and training that they need to be successful in high school, college and beyond.
- The programming of ELLs is closely monitored so that the proficiency levels are accurate and students are properly programmed.

- Enrichment programs are also provided to challenge students in robotics and flight.

#### 8. All programs in place will continue.

- In the upcoming school year, we will continue to serve our ELL students based on the NYSESLAT results and levels.
- We plan to have more resources and use more technology to help students in all content areas.
- We will continue to provide a freestanding ESL program with native language support.
- We will use technology to differentiate instruction in all ESL lessons.
- In the near future, we plan to invest in more programs to challenge students. We also want to invest in remediation programs to help SIFE students who need additional help in reading and writing.

#### 9. Description of Equal Access of ELLs to all School Programs

- All of our ELLs are given the opportunity to engage in all school activities. Many ELLs take part in extracurricular activities such as baseball, basketball, football, and soccer.
- BAHS provides Aviation, Robotics Training, Chess Club, Christian Club, LGBT Club that all of our students can participate in.
- All of our students, including ELLs have equal access and are invited to all school activities.

#### 10. Special Programs/Native language Support

- Pearson Online Interactive lessons are used with our ELL students who struggle in the content areas of mathematics, global history, US history, and science as needed by teachers with individual student.
- We support native language of students by providing them with books, dictionaries, and after school interactive online content area tutoring in Spanish.
- After school tutoring is available to all of our students and many teachers provide students with test preps in their native language and listening activities in Spanish as needed.
- Teachers use various interactive lessons to reach students, such as Brain Pod and Study Island.

#### 11. Native Language support

- Teachers provide native language support to ELLs in many ways:
- Students can read independently in their native languages.
- Students receive Spanish instruction from a certified Spanish teacher who is able to challenge students by making them read various Spanish literature books .
- Students have Spanish and French available as foreign languages.
- Students may take content area regents in their native language.

#### Native Language Support in Freestanding ESL Program

- Although BAHS does not offer a transitional bilingual education or dual language program, we support students' native language by providing them with a variety of resources such as books, after school activities, and Spanish and French classes which students can use to better develop their native language skills.
- Research has proven that students with strong native language skills perform better in the second language. By providing our students with native language skills, students can perform better in English.
- Our teachers use the Smartboard and laptops that also help students with the development of language.

#### 12. ELLs age Appropriate Materials

- Teachers teach lessons and use books and resources that are age and grade appropriate.
- Teachers use Brain pop, Study island and interactive online program with which students are able to identify with since programs are age appropriate.
- Technology is used daily and is encouraged in every classroom. Our students and teachers are comfortable and familiar with technology which makes this process workable.
- Other required support for our ELLs may be mandated through the IEP, such as counseling, speech and language therapy, and small group settings in classes.

#### 13. Content Areas:

##### ELA:

- All advanced ELL students and ELL juniors attend regular English classes. These classes help students in reading and writing.
- The English class also prepares students for the English regents, which all students have to take in the junior year.
- The English teacher provides one-to-one and small group instruction to students during lunch time and after school.
- The English teacher also provides tutoring during p.m. or during Saturday school.

**Mathematics:**

- Math teachers provide an environment where ELL students are provided with visuals and online interactions to understand new concepts.
- Math tutoring, math skills and Regents prep classes are provided during school time, after school and Saturdays.
- BAHS has math teachers who are able to support students in their native language. Teachers are able to explain new concepts to beginners in Spanish if needed.
- In addition, a 9th grade math teacher provides additional tutoring afterschool to beginners using Pearson online interactive instruction in Spanish.
- Resources such as math textbooks, dictionaries, Spanish workbooks are also available for ELLs.

**Science:**

- Teachers of earth science, living environment, and LI regents prep classes use visuals, Smartboard, develop Lab experiments to teach students.
- Additional regents prep classes are available afterschool to prepare students for living environment regents.

**Social Studies:**

- Our global history and U.S. history teachers use maps, visuals, videos, and movies relating to history to teach students.
- History teachers use Smartboards in the classroom to introduce mini-lessons in the classroom.
- After school tutoring is provided by a global history teacher to help students acquire more skills to be successful on the global history regents.

**14. Language Electives: Foreign Language classes:**

- BAHS has certified foreign language teachers in French and Spanish.
- BAHS offers two foreign languages : French and Spanish
- French 1 and 2 are currently offered.
- Spanish is offered in all the levels by a full time Spanish teacher.
- Spanish is also used as a native language support to our Spanish speaking ELLs.
- Spanish allows our students to develop native language skills. After acquiring better native language skills students can perform better in English content areas.

Rosseta Stone is used in foreign language classes to help students develop proper pronunciation or native like accents in French or Spanish.

- Once students complete their foreign language requirement of Spanish, they can take the Spanish regents. Our students are usually very successful on the Spanish regents.

**C. Schools with Dual Language Programs**

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

N/A

**D. Professional Development and Support for School Staff**

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

**Professional Development and Support**

**1. Professional Development and Supports for School Staff**

- Our school makes professional development available for all staff members. All Staff is invited to attend professional development every Friday from 3:45 until 5:30 pm.
- All professionals at BAHS have opportunities to receive professional development from our weekly meetings, and other subject appropriate meetings provided by our network.

- Subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, ESL AP, administrative staff, guidance counselors, special education teachers, school psychologist, occupational therapists, speech therapists, secretaries, and parent coordinators attend professional development to educate them about the ELLs population.
- BETAC of all the boroughs (Brooklyn, Manhattan, and Bronx) offer numerous professional development for school staff where they get the opportunities to be educated on ELLs strategies. School staff can also earn hours to be documented as part of the Jose P. hours that all general education teachers need to have on their records.
- BAHS provides staff members with numerous opportunities to participate in workshops and professional development.
- BETAC of all the boroughs send emails to the school AP of ESL. The AP of ESL makes the information available to school staff by forwarding the emails and inviting staff members to attend workshops.
- BAHS staff takes advantage of the workshop opportunities in order to become better informed about the ELLs.
- BETAC offers a number of workshops from September to June.
- The Assistant Principal of ESL and other BAHS staff have already attended many BETAC and CSA workshops during the 2010-2011 school-year.

#### Workshops: events and dates

- 1) Special Education and ELL training by the CSA- November 10, 2010
- 2) Designing and Developing exemplary practices for ELLs- November 17, 2010
- 3) How can We Prepare English Language Learners to perform well on the NYSESLAT and Regents Essays- November 18, 2010
- 4) LAP training-November 19, 2010
- 5) SIOP Training-December 3, 2010
- 6) Beyond Assessment: Data driven Instruction for ELLs- December 17, 2010
- 7) School professionals will continue to attend training provided by the Office of English Language Learners, BETAC and CSA..

#### 2. Support to Staff and Students from Middle School

- Many of the new teachers and former middle school teachers are provided with an on-site mentor to guide them through the use of curriculum, classroom, lesson planning, and instructional support.
- Our middle school teachers are invited to all professional development opportunities.
- As more workshops become available, the staff is invited to attend and is informed of dates and events.
- Our students who come from middle school are also provided with support. Our incoming freshmen participate in a bridge program where they are introduced to the school policies, culture, and values, as well as math and English classes.
- All school staff is provided with literature and informed and trained on the following:
  - a) SIOP training for all content area teachers was provided in previous years. This year the PSO sponsored training to administrators and teachers.
  - b) Departmental meetings are designed to place a strong emphasis on the state learning standards. The two-hour school wide professional development meeting focuses on academic language development strategies.
  - c) The Fordham PSO provides a myriad of professional development opportunities focusing on ELLs.

The following workshops were provided by BAHS to school staff:

- a) NYSESLAT Staff Development
- b) ELA staff Development
- c) Regents administration Staff development
- d) West End Programs to ESL teachers
- e) Data Training- ARIS training

#### 3. Description of Jose P. Hours

- Jose P was a lawsuit in the 70s; all general education teachers are to receive 7.5 hours of ESL training in order to better educate our students.
- All general education teachers of BAHS attend professional development hours to help them teach our students.
- Once our teachers attend workshops, they are given a certificate to keep on file as evidence and proof of attendance to workshops.

## E. Parental Involvement

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

1. Parental Involvement is very active at BAHS. Our parent coordinator is very active in getting all parents involved in school activities such as educational workshops, bake sales, multicultural shows, and food fairs.

2. Our school partners with community based services to provide workshops or services to parents

- ELL parents can become more involved by attending the Parent Association Monthly meeting; joining the leadership team; and by attending the ELL Orientation Center.
- Parents may also chaperone class trips and participate in multicultural events and celebrations
- BAHS parent coordinator in collaboration with the AP of ESL, and guidance counselor program meetings and workshops to provide vital information about the school's ESL program.
- There are language program options available at other locations to help parents select programs that address the specific language and academic needs of their children

The following list describes the different activities or information discussed or provided to parents as part o the ELL implementations:

- a) Letters for waiver of transfer (program selection)
- b) Description of ESL program (provision of the school's ESL program narrative that can be understood by parents)
- c) NYSESLAT assessment notification to Parents (parent accountability, NYSESLAT and regents preparation after-school/Saturday program)
- d) Parents and Teachers Association's Representative ( election process dissemination)
- e) Community resources for Immigrants (inform parents about agencies within the community, and legal issues pertaining to immigrants)
- f) Community and School Language Programs for Adult LEPs
- g) Graduation requirements (Regents Examinations, high school credits)
- h) Community resources (college partnerships)
- i) Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance)
- j) Assessment information ( Regents, NYSESLAT, LAB-R, ATS, PSAT)
- k) Parental accountability (attendance)
- l) School accountability (proper placement, general education and ELLs teacher training, compliance)
- m) Translation resources for parents who do not speak English (NYS and NYC DOE Websites)
- n) Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
- o) Transition to college (dissemination of information to parents and students in different languages)
- p) Special education related to English Language Learners (ELLs)

3. BAHS has monthly meetings with parents. In monthly meetings parents, teachers, administrators share developed best practices. Meetings can provide parents with feedback as to what is working with ours students.

4. Some parents need additional services. Parents are referred to the following at-risk programs bulleted below.

At-Risk Services:

- At-Risk services are currently provided by FECS, the mental health organization in our building.
- Counselors meet with parents on Saturdays, during school time and after school. Guidance counselors send progress reports each marking period to parents.
- Counselors meet at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
- At-Risk service is also provided by school psychologist at BAHS. We have recently hired a bilingual English-Russian school psychologist 3 days per week to provide services for our ELLs and special education population
- At-Risk service is also provided by the social worker: We recently hired a bilingual social worker, Spanish-English. The social worker is able to provide services in English and Spanish to our ELLs population. The social worker is available to our students 1 day per week.
- At-risk service is also provided to our ELLs by the hearing impaired teacher. The hearing impaired teacher also provides academic support using sign language material to our ELLs.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1	0	0	5
Intermediate(I)										11	12	8	2	33
Advanced (A)										8	8	7	2	25
Total	0	0	0	0	0	0	0	0	0	23	21	15	4	63

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	0	0	0
	I										8	1	3	0
	A										7	10	8	2
	P										10	11	6	3
READING/ WRITING	B										3	1	0	0
	I										17	12	10	3
	A										6	9	7	2
	P										0	0	0	1

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		4	
Math	22		12	
Math	4		3	
Biology				
Chemistry				
Earth Science				
Living Environment	24		10	
Physics				
Global History and Geography	17		15	
US History and Government	6		6	
Foreign Language	5		5	
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

**After Reviewing and Analyzing the Data**

**1. Exam Analysis**

- BAHS reviews the NYSESLAT report in all four modalities. We also reviewed students' transcripts, grades from former schools, 8th grade ELA scores of long term ELLs get reviewed as well.
- Scores on LAB-R, Spanish Lab of newcomers to the US are also reviewed.
- When students come from other countries their transcripts from the native country/school is used to determine their levels.
- BAHS uses classroom portfolios, notebooks, teacher-made tests and predictive assessment to determine how our students will perform on the NYSESLAT

**2. Data Patterns across proficiency levels (on the LAB-R)**

The LAB-R is the initial exam that all students who are suspected to be eligible for ESL classes take within their first 10 days at BAHS.

- Students that are newly admitted to our school and first time US students take the LAB- R and are placed in the ESL program.
- Some students return to us because they go in and out to the county.

- 19/70 students have remained at the same level as last year
- Many students are proficient in the listening/speaking portion of the NYSESLAT.
- Many ELL students need additional support in reading and writing skills in order to become proficient in those modalities.

#### Impact on Instruction Decisions

- Based on the fact that many of our students are not proficient in writing, the skill is addressed in all classes and resources are made available to provide ELL students with opportunities to become more proficient in writing.
- Many of our ELLs are advanced in speaking and listening but are at the beginner or intermediate levels in writing.
- Creative writing courses were created in the fall semester in an effort to help ELLs increase writing performance.
- The ESL AP teaches a creative writing course where students are provided with ample writing opportunities. Students are also introduced to new writing concepts.
- BAHS has a small group ESL class which affords students opportunities to work with the AP in a small group setting where instruction is closely monitored.
- BAHS targets students who have remained at the same level of the NYSESLAT in the writing modality by providing intensive reading and writing support.
- BAHS provides students with many independent reading books. Students keep reading logs. In the logs, students respond to NYSESLAT type questions where they get opportunities to practice writing.
- Content area teachers are informed of students' NYSESLAT data. In an effort to assist the improvement of ELLs in reading and writing all teachers review data to see where individual students are weak or proficient.
- The RLAT report is provided to each teacher in order to review student data.
- The RLAT report makes all general education teachers aware of NYSESLAT levels of each one of our ELL students.

#### 4. An analysis of student results and the patterns across proficiencies and grades

- All grade levels of the ELL population needs improvement in the modality of writing.
- The concern of the need to improve on writing is being addressed in all grades and by all subject area teachers.
- The NYSESLAT results are used to determine instruction by the ESL team, the ESL teacher, ESL AP, Special education AP, and BAHS School Principal.
- Results are also used to provide proper programming of the ELLs

#### Periodic Assessment

- Students are administered Periodic Assessment in order to see where they are strong or need additional support. We also use the score to predict how they will perform on the NYSESLAT at the end of the year.
- BAHS will administer a periodic assessment in the spring semester.
- In the year to come we will provide two periodic assessments, one in the fall and the other in the spring semester. Providing 2 predictive exams will help us make better predictions and prepare students more accurately to determine their strength and where they need more support.
- Teachers will also be provided with rigorous professional training in an effort to help ELL students develop in all the modalities (listening, speaking, reading, and writing).

5. BAHS does not have a transitional bilingual education or dual language program. We have a freestanding ESL program where the native language of student is supported.

#### 6. Evaluation of the ESL program

- The ESL program is evaluated based on the performance of our students in content area classes, standardized exams, and their NYSESLAT results at the end of the year.
- Our ESL program is also evaluated based on the progress students make in the development of social and academic language.
- Evidence of social language is demonstrated on the NYSESLAT listening and speaking sections.
- Evidence of social language is demonstrated on the NYSESLAT reading and writing sections and in classroom performance.
- ESL teachers will continue to work in collaboration with the ELA high school English teachers to follow the NYS core standards and provide students with mandated minutes as per state requirement.
- All of our ELL students, including our SIFE, newcomers, and long term ELLs have opportunities to learn and develop skills in P.M. school and during Saturday school in an effort to develop academic skills in reading, writing, math, social studies, and science.

#### Evidence of Student Success:

Analysis of Regents in English, Spanish, science, math, and Social Studies (as per June 2010 NYS regents)

3 out of 4 ELLs passed Geometry  
 12 /22 ELLs passed Algebra  
 10/24 ELLs passed living environment  
 15/17 ELLs passed global history  
 6/6 ELLs passed US history  
 4/4 ELLs passed the English regents  
 5/ 5 ELLs passed the Spanish Regents

### Additional Information

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

#### Additional Information

This fall, BAHS hired a bilingual math teacher to support our ESL students in the integrated Algebra course. This should improve the Algebra regents passing percentage. We also hired a new Living Environment teacher who provides instruction two nights per week in the p.m. school. Additionally, the schedule of our AP of ESL overlaps the p.m. school. This provides the opportunity for ELL support in the P. M. environment. Finally, our ELL students are reluctant to take the regents exams in their native language. We predict an increased passing percentage in both Living Environment and Global studies (10th grade exams), if our ELL students were willing to take exams in their native language.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		