



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX ENGINEERING AND TECHNOLOGY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10x213

PRINCIPAL: KARALYNE SPERLING EMAIL: KSPERLING@SCHOOLS.GOV

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Karalyne Sperling	*Principal or Designee	
Catherine Scott	*UFT Chapter Leader or Designee	
Tony Brown and Ana Almonte	*PA/PTA President or Designated Co-President	
Margaret Rodriguez	DC 37 Representative, if applicable	
Jason Ramnath and Maryamu Gumaneh	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Verna Montgomery	Member/Parent/Title 1 Rep	
Mary Beckett	Member/Parent/PTA Secretary	
Carol Thompson	Member/teacher – UFT rep	
Jacqueline Cabrera	Member/teacher – UFT rep	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To improve on track for college readiness. To be assessed by 2012 Senior Class transcripts (107 on register as of 11/11) following June 2012 Regents Exams.

Comprehensive needs assessment

65% of all BETA students will have achieved at least a 75 on their English Regents and at least an 80 on 1 Math Regents by their senior year. This year cohort 2012 with 107 students– 65% will be approximately 69 students.

Instructional strategies/activities

To achieve this goal teacher development specifically the development of units/lessons that increase student engagement is the action plan.

Teachers' will work toward increasing the daily percentage of student centered instruction with an improved focus on differentiation and scaffolding to meet all students' needs including our extremely large Special Education and ESL populations. Student engagement will be our lens in which we assess this goal. Through the development of improved content rich, high rigor, high interest lessons student engagement will increase.

The Charlotte Danielson rubric – specifically the “Instructional” domain section of the rubric will help guide and support our teaching practice in accomplishing this goal.

Teachers will be supported through a combination of professional development, curriculum development opportunities as well as a minimum of four “mini observations” throughout the year. (These are separate from their formal observations). Reflection meetings

Strategies to increase parental involvement

A monthly parent calendar and letter are sent out once a month. Additionally parents are invited to multiple opportunities to learn how to track their child’s daily attendance and progress through the Skedula program.,

Strategies for attracting Highly Qualified Teachers (HQT)

Session time on Wednesdays from 2:30 – 3:20 is used to offer teachers time to collaborate in teams as well as departments. Additional this time is used to offer professional development from both in-house and outside professionals around reaching all learners through differentiation and scaffolding, the use of RTi to help those who are struggling, curriculum development and uses of technology in the classroom.

Service and program coordination

All monies and supports granted to the school to support these students are used to provide after school and Saturday programs as well as meet any needs these youngsters may have.

Budget and resources alignment

- Title III to support Saturday ESL Academy as well as ESL materials and technology. Title 1 funds for a variety of resources both hiring as well as professional development, instructional/testing supplies and per-session for after school and Saturday support (outside of ESL). FSF is used to support a variety of student needs including college readiness.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To Improve the mean score on student Reading, Math, and Writing on the SAT across all categories over the next two years (Cohort 2012, 2013)

To be assessed by: College Board SAT results for Cohort 2012 as published by college board following Cohort 2012 graduation.

College Board SAT results for Cohort 2013 as published by college board following Cohort 2013 graduation.

Comprehensive needs assessment

To Improve the mean score on student Reading, Math, and Writing on the SAT's by at least 5% across the board for cohort 2012 by June 2012 another 5% for 2013 by June 2013. BETA's SAT scores are below the national average. This goal has in mind both "Closing the Achievement Gap" based on BETA's ethnic make-up as well as "College Readiness". College Board data released for cohort 2011 shows:

67 students in cohort 2011 sat for the SAT's

Mean Reading: 377

Mean Math: 406

Mean Writing: 367

This data closely mirrors data from cohort 2010:

36 students sat for the SAT

Mean Reading: 374

Mean Math: 402

Mean Writing: 364.

Instructional strategies/activities

Action Plan: Saturday SAT Prep Course beginning in November 2011 - SAT Prep after school beginning October 11th

Integration of SAT tested skills into the curriculum Professional Development for Teachers of humanities and mathematics to familiarize them with what is asked of students on the SAT's so they can better incorporate these skills throughout their yearly instructional plans. This PD will take place during session time at least once a term.

Strategies to increase parental involvement

The SLT is helping to research free and low cost options for outside SAT prep programs such as Kaplan. Cohort parent meetings are scheduled for at least twice a semester. In these cohort meetings information about the PSAT and SAT as well as what the PSAT and SAT contain and the importance of it are discussed.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers teaching SAT prep courses are encouraged to attend professional development through college board as well as other professional development programs.

Service and program coordination

All monies and supports granted to the school to support these students are used to provide after school and Saturday programs as well as meet any needs these youngsters may have.

Budget and resources alignment

- FSF and Title 1 funds are used to pay per session for after school and Saturday support courses, professional development, and materials (both textile and technology based) for PSAT and SAT student support and staff support

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

All teachers will become familiar with and begin to implement the common core curriculum. – specifically - all teachers will implement at least one common core aligned unit of study by June 2012.

Comprehensive needs assessment

Professional Development around the common core is a priority for the 2011 -2012 school year.

Instructional strategies/activities

Once a month the literacy specialist administers PD during session time on different topics all centered around “How do we incorporate the Common Core”. Opening school days contained a “rolling out” this initiative to the staff as a whole. Literacy Specialist hired out of multiple funding for Title 1 school wide program. Professional development 5% set aside from Title 1 school wide funding. Participation in the Shell Math pilot (through New Visions) for implementing the common core into the math curriculum will take place throughout 2011-2012. Instructional strategies and supports are all aligned with the Danielson rubric – with BETA’s focus on “student engagement” within the Instructional category. This is carried through PD to Mini observations to support struggling teachers.

At least 2 mini-observations per term (based on Danielson Rubric) and 1 formal observation per semester by each teacher’s supervisor. Each teacher will turn into their supervisor at least one common core Lesson Plan and have a discussion around the lesson by June 2012. This discussion will include pre and post assessments as well as a discussion on formative assessments used throughout the lesson.

(All departments at this time (11/11) have at least one department member in either a pilot (*ex. Math: Shell Pilot*) or professional development series pertaining to the common core)

Strategies to increase parental involvement

A monthly parent calendar and letter are sent out once a month. Parents are constantly being made aware of what the changes are to the states curriculum requirements as well as the testing that will eventually replace the Regents.

Strategies for attracting Highly Qualified Teachers (HQT)

Session time on Wednesdays from 2:30 – 3:20 is used to offer teachers time to collaborate in teams as well as departments. Additionally this time is used to offer professional development from both in-house and outside professionals around reaching all learners through differentiation and scaffolding, the use of RTi to help those who are struggling, curriculum development and uses of technology in the classroom.

Service and program coordination

All monies and supports granted to the school to support these students are used to provide after school and Saturday programs as well as meet any needs these youngsters may have.

Budget and resources alignment

- Title III to support Saturday ESL Academy as well as ESL materials and technology. Title 1 funds for a variety of resources both hiring as well as professional development, instructional/testing supplies and per-session for after school and Saturday support (outside of ESL). FSF is used to support a variety of student needs including college readiness.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To increase parent participation. To increase parent participation by a minimum of 20% as assessed through Parent Association sign in sheets monthly.

Comprehensive needs assessment

Parent Involvement: During the 2010-2011 school year, BETA averaged an approximate 5% parent attendance rate at monthly Parent Meetings.

Instructional strategies/activities

Parent Association meetings are moving, as agreed by vote at the May PA meeting, to a monthly rotation of before and after school meeting times. Parent volunteers will be calling many parents directly to attend meetings in addition to phone messenger. A planned agenda will be made public on the BETA website prior to each meeting and published and distributed on the BETA monthly calendar.

Parental support for use of Skedula enabling parents to view student progress and attendance and communicate with **teachers daily** Parent Sign –in sheets will be stored and data collected to connect when and why there are higher parent attendance rates at some meetings (morning vs. evening vs. day of the week). Additionally data will be collected from Skedula to examine how many parents are using the “Student Tracking” system.

Strategies to increase parental involvement

All Stated Above – And in addition – having parents make phone calls and outreach to other parents.

Strategies for attracting Highly Qualified Teachers (HQT)

Session time on Wednesdays from 2:30 – 3:20 is used to offer teachers time to collaborate in teams as well as departments. Additional this time is used to offer professional development from both in-house and outside professionals around reaching all learners through differentiation and scaffolding, the use of RTi to help those who are struggling, curriculum development and uses of technology in the classroom.

In this goals teachers also play an integral part with their own communication with parents through Skedula, email, phone calls and conferences. Making parents feel welcome in the BETA community.

Service and program coordination

All monies and supports granted to the school to support these students are used to provide after school and Saturday programs as well as meet any needs these youngsters may have.

Budget and resources alignment

Title I: Parental Involvement allocation Title 1 SWP; School Newsletter and calendar parent involvement Title 1 SWP; Notification of community family support services Title 1 SWP ; Parental outreach, Title 1 SWP; Parental support of email usage Title 1 SWP;

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	101	60	67	102	20			
10	n/a	39	56	43	30			
11	70	59	69	79	55			
12	30	24	39	41	15			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	After school and Saturday Academy programs. Programs will incorporate both small group and one to one tutoring.
Mathematics	<ul style="list-style-type: none"> • Double period Math for students scoring 0-54 on the Integrated Algebra Regents. • Math Calculator Workshop for students at Levels I and II; Extended Day tutorials for all students to meet individual student needs. Programs will incorporate both small group and one to one tutoring. • Interdisciplinary science/math/technology curriculum for all students After school and Saturday Academy programs.
Science	<ul style="list-style-type: none"> • LabPro interactive measuring equipment; field trips; Chapter Challenges, a writing-intensive quarterly project; weekly physics lab. After school and Saturday Academy programs.
Social Studies	<ul style="list-style-type: none"> • Use of the History Alive program in the classroom which may help the ELL and Special Education students better understand the necessary concepts. • AFTER SCHOOL AND SATURDAY ACADEMY PROGRAMS. PROGRAMS WILL INCORPORATE BOTH Provide regents prep courses during the mid-winter recess and spring recess. After school and Saturday Academy programs. Programs will incorporate both small group and one to one tutoring
At-risk Services provided by the Guidance Counselor	Students meet individually and in small groups with counselors to discuss academic progress. Students are expected to create action plans which explain semester by semester expected progress. If students needs are deemed an on-going issue the student will have a regularly scheduled counseling time with our at-risk crisis guidance counselor who also does all mandated counseling.

At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	n/a
At-risk Health-related Services	n/a

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Barbara Gambino	District 10	Borough Bronx	School Number 213
School Name Bronx Engineering and Technology Academy			

B. Language Allocation Policy Team Composition [i](#)

Principal Karalyne Sperling	Assistant Principal Mr. ONeil Glenn
Coach	Coach Title 1 PAREp Verna Montgomery
ESL Teacher Santonyo Bangali	Guidance Counselor Ms. Clarissa Acevdo
Teacher/Subject Area Mr. F. Burgos Math/Bilingual	Parent PA Co-Chair Mr. Tony Brown
Teacher/Subject Area Ms. Kristine Larsen/ESL Coordi	Parent Coordinator PA Secretary Mary Beckett
Related Service Provider	Other Anton Pena/ Buisness Manager
Network Leader Barbara Gambino	Other Mr. Ott/ Special Ed Coordinat

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	10
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	447	Total Number of ELLs	71	ELLs as share of total student population (%)	15.88%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When a student is enrolled at Bronx Engineering and Technology Academy (BETA) from outside of the Department of Education, ATS is first checked to determine if the student was administered the Home Language Identification Survey (HLIS form) at registration. If they are slated to take the LAB-R or if the HILS has not been completed it will show on the RLAT and RLAB report. If no Home Language Identification Survey (HLIS) has been administered, Ms. Larsen, ESL Coordinator, is informed. Ms. Larsen locates the guardian, if the guardian refuses to show or respond, the attendance teacher for the Kennedy Campus, Ms. Valentine is informed and a home visit done to ensure the proper paper work is completed. Along with the HLIS form an informal oral interview of both the student and parent takes place. The LAB-R is or is not administered based on the results of the HLIS form and interview. The Spanish Lab-R is given to spanish speaking ELLs if deemed appropriate. The Spanish LAB-R is administered by Mr. Bangali. Based on results, if needed, informal assessment oral/reading/written of the student by Ms. Larsen (ESL coordinator) or Mr. Bangali (ESL teacher) is used assess the students' knowledge. Formal assessments such as the San Diego quick assessment and the Gates-MacGinitie will be used to gather as much data as possible. If slated for ESL services all three program choices, Transitional Bilingual, Dual Language, and Freestanding ESL are explained clearly to the parents and the Parent Survey and Choice form are given and DOE choice video shown (All available on the DOE website in multiple languages).

In Summary: We ensure that following are either given out or completed and/ or given sent to the guardian:

The Home Language Identification Survey

(If ATS shows this was given years ago but is not available in file, we have been informed that we ARE NOT to re-administer)

The ELL Parent Brochure

Parent Survey & Program Selection Form

Parent Notifications of Student ELS Eligibility

All identified ESL students take the New York State English as a Second Language Achievement Test (NYSESLAT) every spring as indicated on the RLAT. Ms. Larsen (ESL Coordinator) and Mr. Bangali (ESL teacher) administer the NYSESLAT under the supervision of Mr. Glenn, APof Special Education and ESL services. Twice a year in August and February the data from the RNMR (NYSESLAT scores and modality report) is used to schedule students for classes. Ms. Larsen ensures that each English language learenr, based on these scores, previous grades and a multitude of assessments including Regents scores and teacher anecdotes is receiving the number of hours of service and/or support necessary for them to succeed at BETA. These hours are based off of the regulations stated in the NYSTATE Part 154 Mandated number of units of support for ELLs 9-12. These are met in either a freestanding English/ESL class and/or push-in ESL services as well as supplemental after school and Saturday ELL Academy are suggested and made available to more struggling learners.

2. Once the academic year begins Ms. Larsen and Mr. Bangali (Core ESL Team) contact all parents of ELLs (double check using ATS RNMR function) and invite them to the opening meet and greet. This school year the first meeting occurred September 27th 2011 in the morning with very poor showing despite letters, phone calls and phone messenger. A second meeting was held October 17th 2011 in the evening with a better showing. One to one parent meetings or home visits may have to be done to get 100% participation in the parent

survey and choice form. Two more ESL meetings will take place this year, one in January before the January Regents and one in May before the June Regents and the summer enrichment program. During this time the families will enjoy presentations by Mr. Bangali and a group of current ELL students demonstrating what the ELL program provides and how the students have grown throughout the years.

Additional Parent Support: Cohort counselors Ms. Fletcher (cohort 2014 and cohort 2015) and Ms. Garcia (cohort 2012 and cohort 2013) will continue to inform parents of community resources and programs that benefit all parents including parents of ELL's. For parents of English Language Learners who are also receiving Special Education Services, Ms. Acevedo is their guidance counselor and provides supports and information to meet those parents specific needs. Spanish translation services are present at all monthly Parent Association meetings as well as our many parent specific meeting throughout the year on college readiness, FASFA, using BETA's skedula computer program to track student progress etc. If a parents language is other than Spanish we will either use the DOE phone translation service or contact ELLIS or Marble Hill the two schools in our building (The Kennedy Campus) that serve ELLs for help with translation services. If one is not available we will request a translator from the DOE but if this has a large delay or not possible we have had a family member translate.

3. The ESL coordinator, Ms. Larsen, supported by ESL teacher, Mr. Bangali, ensure the giving out/sending out when necessary of the Parent Survey Letters as well as Program Selection forms every year in the fall ESL parent meetings and given individually for any new admits. The parent survey and parent choice forms are kept on file in both the Principal's office and a copy in each student's cumulative folder.

4. All students at BETA are programmed to complete their four years at BETA graduating with Regents Diploma or higher and, through the College Summit program, apply to post-secondary programs. All students, regardless of special needs, language challenges or levels entering the school are held to these high expectations. This is discussed with ELL parents as a group in all of the ELL parent Meetings. In these meetings it is also explained that their child's participation in after school small group and 1:1 instruction as well as the same offered in the ELL Saturday Academy helps to support student achievement. All ELL's are scheduled to have the required hours of ESL support services as indicated on their most current NYSESLAT scores through our free standing ELL English classes and push-in services by both Ms. Larsen and Mr. Bangali. Additionally, we have a certified Bi-lingual math teacher and bi-lingual social studies teacher as well as 90% of BETA's instructional staff are Spanish speakers which is the L1 of the majority of our ELL students. Therefore, students will be scheduled whenever possible to receive their core instructional classes through one of our many teachers who are dual language speakers themselves. This ensures that if clarification of material in L1 is available when necessary - But all instruction at BETA is in full immersion English.

5. 100% of parents who after having their options explained have chosen free standing ESL to endure their child's success at BETA. Parent choice forms and surveys are on file in the Principal's office and in their cumulative folder. Every fall trends and needs are taken into consideration as the choice forms are looked through each year by the ESL teacher, ESL coordinator, the administrator overseeing programming and any members of the LAP Team that can be present. At this time program offering decisions are made.

6. Yes, our program is in alliance to the best of our knowledge with parent choice forms as well as state regulations for meeting the needs of all ESL learners based on NYSELSAT and additional data. Parents have expressed satisfaction with the great achievements ESL learners have made at BETA.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	19
SIFE	18	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	23

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30	8	2	18	10	4	23	0	13	71
Total	30	8	2	18	10	4	23	0	13	71

Number of ELLs in a TBE program who are in alternate placement: 0

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										18	31	9	6	64
Chinese														0
Russian														0

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
Bengali										1	1	1		3
Urdu														0
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other											1	1	1	3
TOTAL	0	19	33	12	7	71								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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 ensure that ELLs are appropriately evaluated in their native languages? 5. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> 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). 6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a) Students receive ESL services in a variety of models depending on needs related to NYSESLAT proficiency level, credit accumulation and Regents exam needs and, when possible, native language support. NYSESLAT or LAB-R scoring Beginner ELLs have two periods of self contained ESL instruction and Intermediates one period. All remaining required additional periods of instruction are provided through push-in and pull-out services. When possible, students are provided with additional periods of support, either through additional push in and pull out ESL, and/or indirect planning between ESL/bilingual and non ESL/bilingual content teachers. NYSESLAT Advanced students are scheduled based on multiple assessments: teacher reports, grades, Regents, Advanced Placement (AP) class grades.

b) Students are generally in heterogeneous settings except for those self contained Beginner or Intermediate ESL classes mentioned above. In those ESL classes, students are ungraded, the overwhelming majority being intermediate level. As stated above, students are programmed based on assessemnt data and teacher input with less proficient students receiving a double period of self contained ESL and daily language lab activities. Intermediate and more advantanced students receive a single period of self contained ESL with language lab activities on alternate days.

2) Explicit instructional minutes for ESL/ELA are provided for students as described above for those students in self contained ESL classes. Students deemed to be proficient enough for mainstream ELA classes receive push in/pull out support by an ESL teacher as part of their required minutes and those students who are in Advanced Placement classes receive support from an ESL co-teacher or communication from the subject matter teacher and one of the ESL staff members to monitor progress. Native Language Arts minutes are provided either through Spanish language class or AP Spanish class for Native Speakers.

3) Students that receive pull out/push in instruction for content areas receive clarification and support when in language heterogeneous groups and there is additionally a credit recovery course in science targeted for ELLs taught by a Spanish teacher.

For students that do not speak Spanish, one on one or smallest possible ratio pull out instruction is given on a daily basis in order to have individualized conferencing for reading and writing assignments as often as possible.

Small group instruction in English for students of all languages include read alouds, teaching of key vocabulary, modeling of writing, modifiication of assignments as needed and additional oral language development through conferencing.

4) Spanish speaking ELLs are assessed in their native language through placement in Spanish classes by portfolios which include class grades, mock Regents and Regents exam performance and teacher recommendations. Students are placed in the appropriate placement as described in item #2. For ELL students who speak languages other than Spanish, we will be registering said students for LOTE exam in June 2012.

5) a) SIFE students receive one on one instruction and conferencing in pull out/push in instruction to meet foundational needs in reading, writing and mathematics as part of their required minutes. Title III summer program and Saturday Academy along with after school tutoring offer our SIFE students additional support.

b) This year we have 3 ninth grade newcomer SIFE students and they are receiving push in/pull out services for ELA and mathematics. Our other newcomer students are now upperclassmen and the majority of them continue to have self contained ESL classes in one of two configurations described above. These students have diverse programming needs depending upon credit accumulation and Regents exam needs, interest and AP class eligibility and participation. They have push in/pull out services to support them in their diverse needs and interests.

A. Programming and Scheduling Information

c) ELLs receiving extension of services (4-6 years) continue to have self contained ESL classes in one of two configurations described above. These students have diverse programming needs depending upon credit accumulation and Regents exam needs, interest and AP class eligibility and participation. They have push in/pull out services to support them in their diverse needs and interests. ELLs receiving extension of services (4-6 years).

d) Many of our long term ELLs are X-coded special education students and do not have ESL recommended as per IEP as their performance on the NYSESLAT is related to reading or language difficulties are related to their disabilities. These students receive language and literacy support as per their IEPs. Those long term ELLs that are not X-coded special education students receive their required minutes through configurations described above depending upon their placement levels.

6) Teachers of ELL SWDs (There are 19 in all) are generally in ICT environments where both content and special education teacher collaborate to best serve the needs of students with disabilities. Differentiation of assignments, conferencing, explicit teaching, in addition to interventions mandated by the IEP are implemented with respect to IEP and any language needs presented.

7) For those ELL SWD students where it is deemed beneficial, even if they are x-coded, placement in ESL classes or push in/pull out support is provided in addition to their ICT services. Those ELL SWD students that are not x-coded do receive ESL services as mandated in either push in/pull out, self contained ESL or a combination according to their placement level. More advanced level ELL SWD students may receive ESL support instead in a SETSS environment. With struggling students with special needs we follow the three tiers of RtI (Response to Intervention) to help meet the needs of those who are struggling despite the supports they are currently receiving.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			
	0			
	0			
	0			
	0			

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

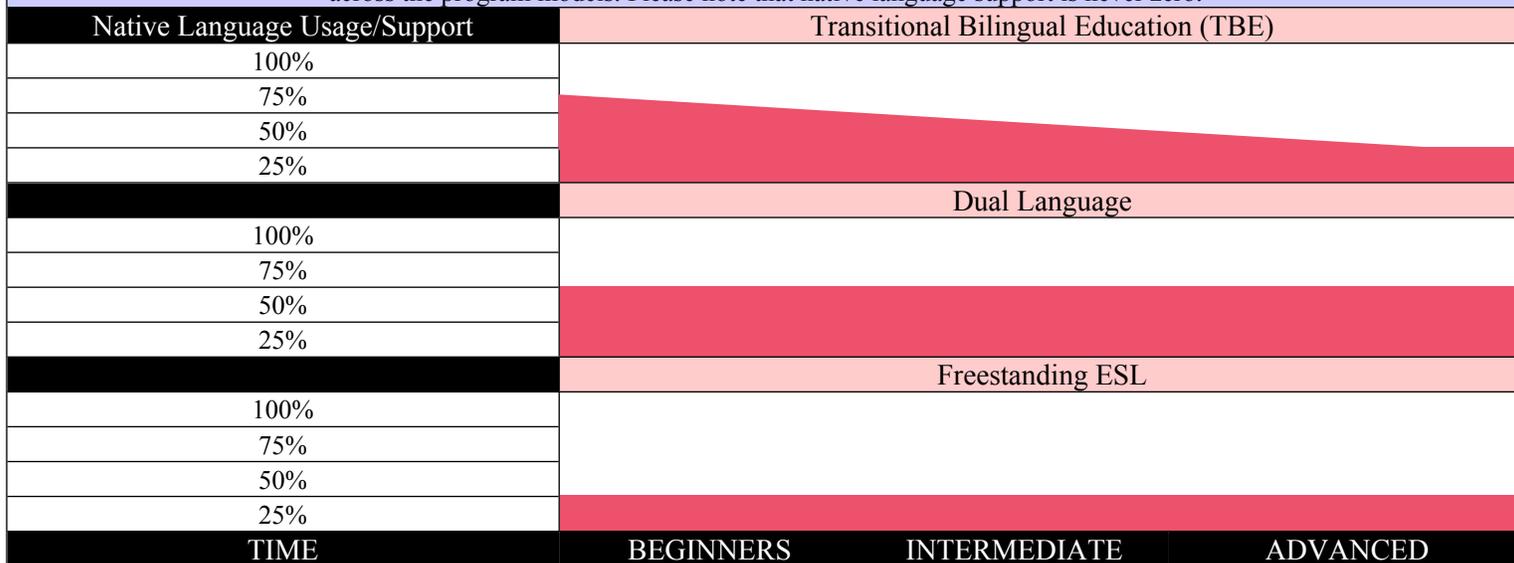
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. There are targeted intervention programs at Bronx Engineering and Technology Academy where ELLs can receive support across the content areas.

a. Every day, there is after-school tutoring where extra support is offered to any student who feels they may need extra help - all teachers are available on a weekly rotating schedule.

b. The Saturday ELL Academy: students can take advantage of small group instruction with one or both of our ESL teachers. The program's focus is on language development (vocabulary acquisition, fluency of reading, reading comprehension and written language skills)

B. Programming and Scheduling Information--Continued

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b. The Saturday ELL Academy: students can take advantage of small group instruction with one or both of our ESL teachers. The program's focus is on language development (vocabulary acquisition, fluency of reading, reading comprehension and written language skills)

c. Technology is used to support ELLs: Rosetta Stone for language acquisition, periodic assessment, Aventa credit recovery, various websites and word processing tools are available.

d. Counseling: Every ELL has their own counselor assigned through their cohort or special education services. The counselor monitors the progress of all ELLs with or without IEPs and/or challenges and ensures that the staff is aware of students' needs and proper interventions (RtI) are taking place when necessary.

e. Staff use of technology: Through the support New Visions' Datacations program with Skedula this program allows all staff members to access all student attendance, grades, programs services, transcripts, Regents scores. Additionally, teachers, parents and students communicate with each other through anecdotal records where information is shared in "real time" concerning any issues or accomplishments any student may have.

9. There will always be continued support for ELLs that have achieved proficiency on the NYSESLAT. Support is continually received through both the ESL teacher through after-school and Saturday when deemed appropriate. Additionally, the students counselor continues to monitor all of their students including former ELLs with 1:1 session at least twice a semester to go over each student's program, grades, regents scores, transcript and goals. All former ELLs are encouraged to retake the English Regents until a 75 is attained and Math until an 80 is achieved to prevent remedial classes when entering college. They will then, in turn, be encouraged to take Advanced Placement courses (if they have not already) so they can be exposed to a rigor that will better prepare them for college. Any issues that may arise are received by all through skedula anecdotal communication and therefore addressed by the entire team that support the student's achievement.

10. ELLs are to be personally trained in the BETA computer lab during parent/teacher conferences on how they can monitor their child's progress using Skedula. The new "Parent Initiative" involves outreach for ESL parent meetings to be: on the BETA calendar, phone messenger, personal phone call home and letter home. During parent meetings information is being given concerning YMCA adult education classes within the Kennedy Campus where Bronx Engineering and Technology Academy is located. Additionally, Ms. Sperling is looking into any collaborations possible for BETA parents of ELL to take part in part in programs offered by our campus ESL partners ELLIS and Marble Hill.

11. No ESL programs will be discontinued at this time.

12. English Language Learners and English Language Learners with special needs are fully mainstreamed at BETA. Only NYSESLAT beginner ELLs have targeted English class twice a day and Intermediates once a day unless they have achieved a 65 or higher on the English Regents then they are fully mainstreamed into English such as Fundamentals, Multi-cultural Literature, Honors English and AP Literature. ELLs who have over a 75 in any other Regents will take honors and/or AP courses in that subject or related subjects. BETA student schedules are determined by their needs and accomplishments not by their cohort or "labels". All BETA students have equal access to anything and everything that is offered to any other student at Bronx Engineering and Technology Academy. After school activities such as NSBE (National Society of Black Engineers), SHPE (Society of Hispanic Professional Engineers), Boys to Men, Pretty in Pink, Student

B. Programming and Scheduling Information--Continued

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e. Staff use of technology: Through the support New Visions' Datacations program with Skedula this program allows all staff members to access all student attendance, grades, programs services, transcripts, Regents scores. Additionally, teachers, parents and students communicate with each other through anecdotal records where information is shared in "real time" concerning any issues or accomplishments any student may have.

9. There will always be continued support for ELLs that have achieved proficiency on the NYSESLAT. Support is continually received through both the ESL teacher through after-school and Saturday when deemed appropriate. Additionally, the students counselor continues to monitor all of their students including former ELLs with 1:1 session at least twice a semester to go over each student's program, grades, regents scores, transcript and goals. All former ELLs are encouraged to retake the English Regents until a 75 is attained and Math until an 80 is achieved to prevent remedial classes when entering college. They will then, in turn, be encouraged to take Advanced Placement courses (if they have not already) so they can be exposed to a rigor that will better prepare them for college. Any issues that may arise are received by all through skedula anecdotal communication and therefore addressed by the entire team that support the student's achievement.

10. ELLs are to be personally trained in the BETA computer lab during parent/teacher conferences on how they can monitor their child's progress using Skedula. The new "Parent Initiative" involves outreach for ESL parent meetings to be: on the BETA calendar, phone messenger, personal phone call home and letter home. During parent meetings information is being given concerning YMCA adult education classes within the Kennedy Campus where Bronx Engineering and Technology Academy is located. Additionally, Ms. Sperling is looking into any collaborations possible for BETA parents of ELL to take part in part in programs offered by our campus ESL partners ELLIS and Marble Hill.

11. No ESL programs will be discontinued at this time.

12. English Language Learners and English Language Learners with special needs are fully mainstreamed at BETA. Only NYSESLAT beginner ELLs have targeted English class twice a day and Intermediates once a day unless they have achieved a 65 or higher on the English Regents then they are fully mainstreamed into English such as Fundamentals, Multi-cultural Literature, Honors English and AP Literature. ELLs who have over a 75 in any other Regents will take honors and/or AP courses in that subject or related subjects. BETA student schedules are determined by their needs and accomplishments not by their cohort or "labels". All BETA students have equal access to anything and everything that is offered to any other student at Bronx Engineering and Technology Academy. After school activities such as NSBE (National Society of Black Engineers), SHPE (Society of Hispanic Professional Engineers), Boys to Men, Pretty in Pink, Student

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. Bronx Engineering and Technology Academy has been working hard to build a strong Parent/Teacher Association. One of Principal Sperling's CEP goals and PPR goals involve strategies for increasing parent involvement. Parent Association meetings are now being held on a rotation of morning and evening meetings. Additionally, communication is occurring through a monthly calander that is sent home as well as posted on the BETA website in both English and Spanish. In September not only was there a PA meeting but also separate cohort meetings as well as ESL meetings. Every meeting has translation services. A spanish speaking tanslator is present at all BETA activities and meetings. If a parents L1 is other than English the DOE phone translation service is used or a translator is arranged through the DOE or one of the two ESL schools in the campus (ELLIS or Marble Hill). All meetings and materials sent home are sent home in English as well as the parents native language. A separate ESL meeting takes place three to four times a year run by Mr. Bangali and Ms. Larsen. Not only are student needs addressed during these meetings, but parents are made aware of Kennedy Campus as well as community programs available to English language Learning adults and children.

2. Bronx Engineering and Technology Academy does not partner at this time to provide workshops or services to ELL parents but is working on a partnership with parents to provide language instruction to parents as well as computer literacy. When and if partnerships occur all efforts will be made to ensure translation services are available at all times at all events.

3. Anecdotal parent feedback is gathered by the cohort guidance counselors. Once a week there is a cohort meeting for each cohort (Senoir Team, Junior Team, Sophmore Team, Freshman team). Each team includes the minimum of the cohort counselor, a special educator and an administrator. During these cohort meetings, along with a variety of other topics, any needs of ELLs that are not being met are discussed along with academic and social progress. Any appropriate needs or topics that need to be passed on in the Parents discussed at the Parents' Association meetings as well as in the SLT meetings.

4. It is through the Parents' Association meetings that it is ensured that parental activities address the needs of parents. For example, the present project of the YMCA's adult education program in the Kennedy Campus offering language instruction to BETA's parents as well as computer literacy classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. and 3. All staff are encouraged to attend ESL professional development to further their own craft and knowledge. The OELL offerings (Office of English Language Learners) email stating all upcoming ESL professional development is passed on to the entire BETA staff. Staff are encouraged to attend these PD's. This is stressed as important as with BETA being a small school - all staff interact with ELL's at some point whether it is in class, or in the lunchroom or in afterschool studyhall, hallways etc. Jose P. law mandates all staff who teach ESL students are to attend eight hours of professional development. This PD is a combination of turn-keyed information by Mr. Bangali, ESL teacher and Ms. Larsen, ESL Coordinator at staff meetings. Articles emailed to staff on important ESL topics, data shared, analyzed and implementations discussed in staff meetings regarding all students including ELL's and outside Professional Development offerings are provided by the administration or provided through the Board of Education. Staff development takes place every Wednesday from 1:15pm - 3:00pm. Reaching all learners, including ELLs, is a consistant topic along with the implementation of the common core

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Santonyo Bangali, ESL teacher and Ms. Larsen continue to attend ESL professional developments both together and separately. In the past academic year and a half they have attended the following Professional Developments plus many other: NYC's DOE Office of English Language Learners: Quality Teaching for English Language Learners – “Build the Base I” (30 Professional hours) NYC's DOE Office of Curriculum and Professional Development and Office of Academic Interventions Services K-12 – “Teaching Basic Writing Skills with Dr. Judith Hochman” (10 Professional Hours) NYS Bronx BETAC at Fordham University and The NYS Brooklyn / Queens BETAC at Long Island University – “Preparing ELLs for the English Regents and NYSESLAT Assessments” (4 Professional Hours) Ms. Sperling, Principal, has also attended the QTEL for Administrators Series P.D. as well as the preparing for the NYSESLAT P.D., and the preparing the LAP P.D. as well as others.

2. Staff are prepared for incoming ELLs through meetings in which data is made available including NYSESLAT scores as well as how to use data to guide instruction. Mr. Bangali and MS. Larsen plan an hour and a half OPD session with the staff a minimum of twice a year to help teachers in supporting ELLS. Additionally Mr. Bangali and Ms. Larsen are collaborating throughout the year with all teachers of ELLs whether they are pushing into their class or not, in BETA's fully inclusive program.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

1. Data sores include LAB-R scores, NYSESLAT scores, eighth grade Math and English Scores, Regents Scores, Report Cards, Periodic Assessment results including Scantron Reading, Language Arts and Math given twice yearly. Additional assessments may include such "..."

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.

Paste additional information here

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										4	12	2	2
	A										3	9	5	2
	P										12	12	5	3
READING/ WRITING	B										0	3	0	0
	I										11	24	5	6
	A										7	4	7	1
	P										1	2	0	0

NYS ELA

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

NYS Math

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	68	0	3	0
Integrated Algebra	71	0	5	0
Geometry	5	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	9	0	9	0
Living Environment	62	0	0	0
Physics	0	0	0	0
Global History and Geography	70	0	1	0
US History and Government	19	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

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.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x213 **School Name:** Bronx Engineering and Tech Academy

Cluster: 562 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

BETA's primary parent L2 is Spanish. A spanish Interpreter is available at all meetings. The monthly calander and letter home are provided in both English and SPanish. Our phone messenger messages are also left in both English and Spanish. For parents whose language is other than English the Board of Education translation services site provides BETA with many of the necessary forms and communications in multiple languages. Additionally, the school requests specific language interpreters through this service.

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.

The main source of home language is determined through the Home Language as stated as a child's home language on the ATS. The school community has this reported throughThe school community uses the Skedula program to contact a child's home. On this program the home language is stated so if a community member needs to speak to a parent and needs an interpreter one can be provided.

Part B: Strategies and Activities

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

BETA's primary parent L2 is Spanish. A Spanish Interpreter is available at all meetings. The monthly calendar and letter home are provided in both English and Spanish. Our phone messenger messages are also left in both English and Spanish. For parents whose language is other than English the Board of Education translation services site provides BETA with many of the necessary forms and communications in multiple languages. Additionally, the school requests specific language interpreters through this service. Our other languages in our community at this time are Bangali, French Creole and Mandarin.

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

Our oral interpretation for Spanish is provided in house through one of our many Spanish bi-lingual speakers. For Bangali, French Creole and Mandarin (Our languages at this time) we use parent and student volunteers if there is any on-the-spot type issue we contact in-building schools ELLIS and/or Marble Hill who are international students.

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>.

In August, the school letter that is sent home with the September calendar announces the September ESL meeting (for students and parents) for all second language students and their families. It is at this meeting that all materials including ESL survey and choice forms as well as the availability of programs and services available to all BETA parents whether they are the parents of ESL students or not.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bronx Engineering & Tech Acade	DBN: 10X213
Cluster Leader: Debra Maldonado	Network Leader: Barbara Gambino
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 71 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 29

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

ELL students receive supplemental instruction in the form of after-school tutoring and Saturday instruction. The rationale behind the after-school and Saturday tutoring is to provide supplemental targeted and differentiated instruction based on their NYSESLAT results. ESL tutoring is offered every Tuesday from 3 - 4:30pm. Saturday ESL tutoring is offered weekly from 9:00 - 12:00pm. Throughout the school year, 32 Tuesday sessions are held and 21 Saturday sessions are held. Grade levels served are 9 - 12, language of instruction is in full immersion English with Spanish support as the majority of our ELLs are native Spanish speakers. We currently have two certified ESL teachers who provide these services. Materials used: Texts and resources from the students scheduled classes modified / scaffold / differentiated through the use of vocabulary supports, graphic organizers, break down of materials into small pieces, supplemental reading passages on topic but leveled, Rosetta Stone. Additionally a multi-sensory approach is intergrated into these programs through projects, student performances and field trips, plays and cultural events for additional English exposure while keeping the interest/student engagement level high.

Part C: Professional Development

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

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

Begin description here:

BETA currently has 71 ELLs on register. Therefore, all teachers must receive data as well as professional development on how to meet the needs of these studnets often. Santonyo Bangali, ESL teacher and Ms. Larsen, ESL coordinator continue to attend ESL professional developments both together and separately. This allows us to turn- key the most up to date strategies and supports available for English language learners. In the past academic year and a half Bangali and Larsen have gone to and come back and shared information from the following Professional Developments plus many others: NYC's DOE Office of English Language Learners: Quality Teaching for English Language Learners – "Build the Base I" (30 Professional hours, February 20, 2009), NYC's DOE Office of Curriculum and Professional Development and Office of Academic Interventions Services K-12 – "Teaching Basic Writing Skills with Dr. Judith Hochman" (10 Professional Hours, December 10 - 11, 2008) NYS Bronx BETAC at Fordham University and The NYS Brooklyn / Queens BETAC at Long Island University – "Preparing ELLs for the

Part C: Professional Development

English Regents and NYSESLAT Assessments” (4 Professional Hours, October 1, 2009)

Staff are prepared for incoming ELLs through these ESL professionals turn-keying their professional development in staff meetings. Additionally, many staff members who have not met Jose P. mandated hours attend professional development around ELL instruction through the DOE. Every semester data is provided to the staff providing ELL data including but not limited to NYSESLAT scores.

Part D: Parental Engagement Activities

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

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

Begin description here:

ESL Parents' Meetings take place 4 times a year, and are run by Mr. Bangali and Ms. Larsen. Two of the meetings take place in the Fall term, and the remaining two take place in the Spring term. Although the school has 71 ELL students there are many more parents who although their children are not ELLs - they themselves are limited English Proficient. Therefore, all BETA parents are invited to the ESL parent meetings through phone messenger and the monthly school calendar.

During these meetings we introduced parents of ELL's to a program at The Y, where adults can learn basic English speaking, reading, and writing skills. In addition, The Y offers citizenship assistance, and instructs anyone who is interested in basic computer programs. Two of the programs taught are Microsoft Word and Internet Explorer. Microsoft is geared towards resume writing, and the internet is directed towards job search and research on various topics and subjects. In our parent meetings, we also introduced the parents to the logistics of the NYSESLAT, the Regents, and the requirements needed for any student to graduate high school in New York State. Finally, BETA discussed the 7 Habits of a Good Reader. These skills are those that can help the parents become more involved in their students' academic success. A good portion of the students' needs were addressed and parents were made aware of current programs being offered in the community to support their English acquisition. BETA parents are also welcome through the schools' bi-lingual guidance counselors Ms. Garcia and Ms. Acevedo to be trained on the computer how to track their child's progress. Mr. Bangali and Ms. Larsen make sure that all parents are made aware of programs offered on the Kennedy Campus as well as community programs available to English language Learning adults and children. An on staff bi-lingual spanish translator is present at all BETA events and meetings. For other parent languages the DOE telephone translation services are used or a translator from another school on the campus is shared (two ESL schools in the building).

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		