



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SOUTH BRONX PREPARATORY; A COLLEGE BOARD SCHOOL

DBN: 7X221

PRINCIPAL: ELLEN R. FLANAGAN

EMAIL: EFLANAG2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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 Website](#).

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
Dr. Ellen R. Flanagan	*Principal or Designee	
Steven Tsokanos	*UFT Chapter Leader or Designee	
Gloria Anderson	*PA/PTA President or Designated Co-President	
Taneesha Crawford	DC 37 Representative, if applicable	
Gabriela Lugo	Student Representative	
Patrick Sprague Jr.	Student Representative	
Terry Quiros	Member/ Chairperson	
Binta Hinson	Member/ Co-Chair	
Stephon Hasson	Member/ UFT Teacher	
Scott Galassi	Member/ UFT Counselor	
Yuk Fung Lam	Member/ UFT Teacher	
Danita Pagan	Member/ Parent	
Nell Perez	Member/ Parent	

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

- By June of 2012, 80 % of teachers, tenured and non-tenured, will move one metric measure (needs support, developing, effective, highly effective) on the Danielson Framework for Teacher Effectiveness scale in the areas of the six Power Standards chosen by the Department of Education.

Comprehensive Needs Assessment

- As a result of the overhaul for measuring teacher effectiveness in the classroom enacted by the Department of Education, South Bronx Preparatory has adopted the Danielson Effectiveness Framework as its tool for measuring classroom practice of our teachers. The Danielson Frameworks specifically targets teaching practices that impact students directly. In the past, we adopted the California Standards for the Teaching Profession as our measuring tool. However, those standards did not address specific, direct, classroom practices that affect students. The CSTP were designed to be a reflective tool primarily as opposed to the shared experience designed by Danielson. The conversion to the Danielson Framework is the result of our growth at SBP. We are ready to have shared conversation as a staff and direct it toward specific classroom teaching practices. We have migrated from individual teacher self- reflection to self- reflection and supervisory feedback looping.

Instructional Strategies/Activities

- In order to create a well-developed classroom teacher, it is essential that the teacher receives qualitative and quantitative feedback on specific classroom practices. We have begun a regular system of instructional rounds developed so that the Danielson Framework is unit of measure and specific administrative teams provide feedback to teachers immediately following instructional rounds. We have designed the rounds to follow the model of Knowledge, Support, and Organization. Each team spends a week observing classrooms of the same department using the framework as a guide. Teachers are prepared for the rounds and receive feedback sessions weekly in which they discuss the results of the rounds, comment on the observed teaching strategies and make plans for continued revision or improvements to the classroom strategies.
- We will begin the use of the iObservation System of classroom observation in January. The iObservation system is an online communication tool that will allow us to have regular 360 degree conversations on our instructional rounds, and to allow teachers to have a comprehensive tool for feedback, and professional growth. The iObservation system is designed with the Danielson Framework built into it.
- Our staff conducts three self-reflection surveys that are built on the Danielson Framework. The staff reflects on practice in October, March, and May in school year 2011-2012. The data collected from the surveys is collated and matched to the instructional rounds data to create a complete profile of teacher practice during the course of the year. This data is used to create a nd build on a professional teaching portfolio, and is used to determine tenure decisions as well.

Strategies to Increase Parental Involvement

- Parents are encouraged to communicate with teachers on a regular basis. We have developed a school website in which parents are able to email teachers directly, to check student progress through the use of Schoology, a student performance tracking system. Parent workshops on the use of the internet in relation to South Bronx Preparatory are conducted on a monthly basis hosted by Taneesha Crawford, the Parent Coordinator. We send flyers home with the students as well as to post the dates on the school website. Ms. Crawford uses the phone bank system to communicate with all students in all grades to increase parental involvement.
- Parents are informed of instructional developments in the monthly SLT meetings and the monthly PA meetings. The iObservation system is on the agenda for all PA and SLT meetings beginning in January 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will maintain and acquire a team of high quality teachers because we have designed and implemented a strategy for continuous, specific, direct, 360 degree communication among the educators at SBP specifically targeting direct instruction of students. Specific feedback on specific practices, an open dialogue on the specific feedback, and a continuous formative assessment cycle on said practices will attract and retain highly qualified teachers.
- The Danielson Framework pinpoints direct classroom instructional practices that leave no room for much interpretation. IN using Danielson, the conversation on practice is precise. The measure of the quality of teacher performance is based on continuous classroom observation, regular feedback, teacher input on feedback, and setting goals and benchmarks on future success. All stakeholders have a voice and a role in the process of improving classroom practice.
- iObservation as a data collection tool gives all stakeholders 24/7 access to their portfolio of practice. Teachers have the information from observations, instructional rounds, feedback, goal setting, self- assessment, and overall progress available at all times and stored securely in a password protected online environment.

Service and program coordination

- Race to the Top Network services/initiatives
- Title I funding
- Title III funding
- MGI Gear UP
- Step Up
- Breakfast in Classroom program via Free and Reduced lunch status

Budget and resources alignment

- Network initiative money
- Per session money for after-school activities

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- South Bronx Preparatory aims to acquire knowledge, build support and create organization specifically through initiatives around assessment, action research and alignment to the citywide initiatives.
- By June of 2012, 80% of teachers will engage in school and citywide initiatives around assessment for learning and on summative assessments in the areas identified by the school and city as measured by participation in assessment and data analysis.

Comprehensive needs assessment

- Data around student performance on state exams, specifically in English and History showed our students performing lower than expected. The population served at South Bronx Preparatory requires teachers to be both innovative and response to individual student needs. Additionally, with the Common Core Standards teachers need support in developing teaching strategies that incorporate the Common Core as literacy is an identified area of development.
- Progress Report data for the past three years have demonstrated a low weighted Regents pass rates for the English and Global History exams. In 2008-2009, the ELA pass rate was 0.92 and Global 1.40. In 2009-2010 ELA pass rate was 1.06 and Global 1.21, and in 2010-2011 ELA 1.21 and Global 1.11.
- Teaching Matters and Teachers College professional development have started the work around incorporating writing in assessment and examining college

readiness.

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal include:
 - a) Design-your-own (DYO) assessments. Instead of using the periodic assessment data provided by the city for math and English, we have created our own internal assessments that are aligned to our instructional pacing and the external assessments. There are three windows of assessment, two formative and one summative.
 - b) Teachers have been working with Teachers College Center for the Professional Education of Teachers to develop these internal assessments aligned to the Common Core and the external assessments.
 - c) Math and English classes are following the citywide initiative exams.
 - d) Inquiry group, which is comprised of teachers and an instructional coach, conducts action research around instructional strategies and student achievement. By focusing on a target population, teachers are able to specifically identify formative assessment and instructional strategies that are most effective and can generalize to our entire student population.
 - e) Staff chooses both grade team and content team leaders to meet with administration and increase communication around decision-making.
 - f) Numerous surveys and feedback opportunities given to the teachers in order to create a realistic timeline for the work and reflect on practice.
 - g) A professional development calendar was created in conjunction with the teachers in order to facilitate our initiatives around assessment and to accommodate time for teachers to collaborate.
 - h) Teaching Matters works with our middle school ELA teachers around increasing reading and writing in the classroom.
 - i) Teachers College Center for Professional Development of Teachers works with grade team leaders around aligning assessments to the school-wide rubric, interpreting data, and reflecting/revising practice.

Strategies to increase parental involvement

- Regularly scheduled parent and school meetings, including PTA and SLT.
- Monthly parent breakfasts hosted by our parent coordinator.
- School events (parent-teacher conferences, sports events)
- Schoology: an online portal where parents have access to up-to-date information about students' classes, grades, and academic events at the school.
- Progress reports are sent home by certain grades in between marking periods.

Strategies for attracting Highly Qualified Teachers (HQT)

- Staff at South Bronx Preparatory are offered a variety of supports and differentiated learning opportunities:
 - a) Inquiry: With action research as its focal point, teachers meet together bimonthly to review data, look at student work, and get focused, protocol-driven feedback from their colleagues.
 - b) Differentiated Professional Development: Our PD calendar was based on the feedback from our teachers. We have Wednesday's from 1:30-2:50pm in which to offer a variety of PD experiences, from grade/content team time, knowledge sharing, and time to co-plan.
 - c) Instructional Rounds: informal, low-stakes observations weekly with specific feedback for growth.
 - d) Mentoring program where colleagues pair up with new teachers to the school to offer feedback and support to the teachers both inside and outside of the classroom.
 - e) Lunch and Learn: for special education department in ensuring that our students' needs are met through the use of various instructional strategies and the

use of the students' IEP.

- f) Partnerships with Teachers College: Columbia University and Lehman College have helped in recruiting teachers by hosting student teachers.
- g) Outside professional development opportunities are provided for teachers both over the summer and throughout the school year.

Service and program coordination

- Race to the Top Network services/initiatives
- Title I funding
- Title III funding
- MGI Gear UP
- Step Up Breakfast in Classroom program via Free and Reduced lunch status

Budget and resources alignment

- Network initiative money
- Per session money for after-school activities

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

- The South Bronx Preparatory community aims to acquire knowledge, build support and create organization with our Special Education MS ELA population.
- Based on the data from the 2012 NYS ELA assessment, middle school Students with Disabilities (SWD) will demonstrate 1 year of progress, as measured in the Progress Report 2011-12

Comprehensive needs assessment

- In 2008-2009, SBP had 1 ICT class on each middle school grade level. In 2009-10, a self-contained 6th grade classroom was added to our Special Education population increasing our overall population by 25%. In 2010-11, an additional self-contained class was again added, increasing our middle school special education population by 36% in a 2 year time period. This increase has played a role in the results on the NYS ELA assessment.
- In 2009-10, our Level 1 SWD percentage for 6th grade was 57%, 31% in 7th grade and 24% in 8th grade. Although the levels 1 performance decreased as the SWD's moved through the middle school, a strong focus needs to be placed on these SWD Level 1 students.
- Our performance index for 2010-11 was 61 with a safe haven target of 97. Our safe haven target for 2011-12 is 75. With an effective AMO at 107. It is our goal to make the safe haven target while balancing this increase of our special education population by over 1/3rd in the last 2 years.

Instructional strategies/activities

- At the beginning of the school year a SESIS Upfront Agreement was signed between the school and the RSE TASC establishing a "shared commitment to the Quality Improvement Process." A team was designated from a group of various stakeholders. Including both Special Education and General Education teachers lead by our SESIS specialist, Ernesto Pindar and our Special Education Assistant Principal, Venus Williams. The QIP teams assessed the current needs; as well as created a timeline and inter-visitation schedule for implementing change and monitoring progress. The QIP team has utilized the structured Observation tool based on Q! guides.

- Alongside, the QIP observation tool, SBP instituted weekly Instructional Rounds via the Danielson framework with 3 out of 6 weeks of 5 cycles designated around the needs of our SWD population. These instructional rounds focus on our theory of action around acquiring knowledge, building support and creating organization. Individual feedback is provided to each teacher; as well as; debriefing with the department.
- An in house professional development series; specifically tailored for our Special Education teachers is being designed for a winter and spring rollout. Topics to be explored will be migrating effective models/collaboration, investigating the 6 models of special education, exploring how to differentiate effectively and building a common voice and mission around our SWD population.
- Teaching Matters consultant, Jelbin DeLaCruz, works specially with our middle school ELA teachers strengthening reading and writing practices. Bi-monthly meetings are held to look at student works. Baseline and end-line data is collected around different writing genres. Google websites have been established to create avenues of communication and to store ePortfolio; Specific feedback is given to teachers on a weekly basis during observations.

Strategies to increase parental involvement

- Regularly scheduled parent and school meetings, including PTA and SLT.
- Monthly parent breakfasts hosted by our parent coordinator, Taneesha Crawford, with a special focus on navigating the ARIS system.
- School events (parent-teacher conferences, sports events curriculum nights)
- Schoology: an online portal where parents have access to up-to-date information about students' classes, grades, and academic events at the school.

Strategies for attracting Highly Qualified Teachers (HQT)

Staff at South Bronx Preparatory are offered a variety of supports and differentiated learning opportunities:

- a) Inquiry: With action research as its focal point, teachers meet together bimonthly to review data, look at student work, and get focused, protocol-driven feedback from their colleagues.
- b) Differentiated Professional Development: Our PD calendar was based on the feedback from our teachers. We have Wednesday's from 1:30-2:50pm in which to offer a variety of PD experiences, from grade/content team time, knowledge sharing, and time to co-plan.
- c) Instructional Rounds: informal, low-stakes observations weekly with specific feedback for growth.
- d) Mentoring program where colleagues pair up with new teachers to the school to offer feedback and support to the teachers both inside and outside of the classroom.
- e) Lunch and Learn: for special education department in ensuring that our students' needs are met through the use of various instructional strategies and the use of the students' IEP.
- f) Partnerships with Teachers College: Columbia University and Lehman College have helped in recruiting teachers by hosting student teachers.

Service and program coordination

- Race to the Top Network services/initiatives
- Title I funding
- Title III funding
- MGI Gear UP
- Step Up
- Breakfast in Classroom program via Free and Reduced lunch status

Budget and resources alignment

- Network initiative money
- Per session money for after-school activities
- RSE TASC, Ernesto Pindar via SINI status

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	32	25	N/A	N/A	11	3	N/A	N/A
7	24	30	N/A	N/A	15	2	N/A	N/A
8	25	35	25	N/A	20	8	N/A	N/A

9	15	20	22	N/A	15	2	N/A	N/A
10	32	16	20	N/A	18	1	N/A	N/A
11	20	15	15	25	12	3	N/A	N/A
12	15	10	12	32	8	N/A	N/A	N/A

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 Tutoring- small group instruction, Wilson Reading program Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)
Mathematics	After school Tutoring- small group instruction, Wilson Reading program Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)
Science	After school Tutoring- small group instruction, Wilson Reading program Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)
Social Studies	After school Tutoring- small group instruction, Wilson Reading program Credit Recovery- small group instruction (after school) Regents Review- small group instruction (during the school day and after school) Pathways- small group focused on targeted interventions centered around College Readiness (during the school day)

At-risk Services provided by the Guidance Counselor	During the School day; one-to-one or small group instruction
At-risk Services provided by the School Psychologist	During the School day; one-to-one or small group instruction
At-risk Services provided by the Social Worker	During the School day; one-to-one or small group instruction
At-risk Health-related Services	During the School day; one-to-one or small group instruction

**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.

- Teaching Matters consultant, Jelbin DeLaCruz, works specially with our middle school ELA teachers strengthening reading and writing practices. Bi-monthly meetings are held to look at student works. Baseline and end-line data is collected around different writing genres. Google websites have been established to create avenues of communication and to store ePortfolio; Specific feedback is given to teachers on a weekly basis during observations.
- Our school will enhance our a Tier-1 intervention model by providing classroom teachers with the resources and training to differentiating reading instruction through one-on-one conferencing and small strategy groups using a daily formative assessment framework built on the Common Core Learning Standards for Reading. In addition, to support instruction, classroom libraries will be enhanced to ensure students have access to an abundance of success-level texts so that they remain motivated and engaged in independent learning and practice throughout the school year. The leveled libraries will focus primarily on nonfiction texts to support this year's work with helping NYC teachers unpack the Common Core Learning Standards for reading information text. We will enhance our Tier-2 and 3 intervention model by creating a data wall based on student assessment data, and develop individualized intervention plans for every Tier 2 and 3 student on the data wall. In addition, the data wall will support our inquiry and teacher team work around the 2011-2012 Citywide Expectations, and will assist us in supporting our Special Education students in meeting the ELA Common Core Learning Standards. Our parents will be introduced to our intervention plan and will sign parent contracts in which they will agree to become our partners in this work. Through take home books and skills cards, parents will have the opportunity to support their child and become partners in their child's success.

Strategies to increase parental involvement

- Regularly scheduled parent and school meetings, including PTA and SLT.
- Monthly parent breakfasts hosted by our parent coordinator, Taneesha Crawford, with a special focus on navigating the ARIS system.
- School events (parent-teacher conferences, sports events curriculum nights)
- Schoology: an online portal where parents have access to up-to-date information about students' classes, grades, and academic events at the school.

Part B: For Title I SINI Schools Only

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

We will provide professional development to our Special Education middle school ELA teachers, as well as our ESL, SETTS and AIS teachers. The school will receive 5 PD sessions including ½-Day Keeping a Conference Notebook Workshop, 4 Site Visits where the staff developer works one-on-one in the classroom modeling best practices in conferencing, small strategy group work and classroom management during independent reading time during the literacy block, as well as a ½-Day Literacy Leadership workshop for our Leadership team.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - In order to create a well-developed classroom teacher, it is essential that the teacher receives qualitative and quantitative feedback on specific classroom practices. We have begun a regular system of instructional rounds developed so that the Danielson Framework is unit of measure and specific administrative teams provide feedback to teachers immediately following instructional rounds. We have designed the rounds to follow the model of Knowledge, Support, and Organization. Each team spends a week observing classrooms of the same department using the framework as a guide. Teachers are prepared for the rounds and receive feedback sessions weekly in which they discuss the results of the rounds, comment on the observed teaching strategies and make plans for continued revision or improvements to the classroom strategies.

- We will begin the use of the iObservation System of classroom observation in January. The iObservation system is an online communication tool that will allow us to have regular 360 degree conversations on our instructional rounds, and to allow teachers to have a comprehensive tool for feedback, and professional growth. The iObservation system is designed with the Danielson Framework built into it.
 - Our staff conducts three self-reflection surveys that are built on the Danielson Framework. The staff reflects on practice in October, March, and May in school year 2011-2012. The data collected from the surveys is collated and matched to the instructional rounds data to create a complete profile of teacher practice during the course of the year. This data is used to create and build on a professional teaching portfolio, and is used to determine tenure decisions as well.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- We will send home the parent notification letter, and schedule a meeting for our parents to provide them with more specific information about the school improvement interventions and programs. We will have translators available for parents that speak Spanish.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cristina Jimenez	District 7	Borough Bronx	School Number 221
School Name South Bronx Preparatory Academy			

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

Principal Ellen R. Flanagan	Assistant Principal Venus Williams
Coach N/A	Coach N/A
ESL Teacher Yuk Fung Lam	Guidance Counselor Scott Galassi
Teacher/Subject Area Kim Large/Spanish	Parent Elda Ortiz
Teacher/Subject Area Margaret Reveron/Special Ed.	Parent Coordinator Taneesha Crawford
Related Service Provider Karen D. Davis	Other
Network Leader Cristina Jimenez	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	625	Total Number of ELLs	55	ELLs as share of total student population (%)	8.8%
------------------------------------	------------	----------------------	-----------	---	-------------

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. In order to identify possible English Language Learners (ELLs), newly admitted students are administered an informal interview in English by our English as a Second Language (ESL) teacher, Yuk Fung Lam, and in their native language, by the pedagogues comprising our school's translation and interpretation team (Related Service and English teacher Margaret Reveron, Spanish; Spanish teacher Kim Large, Spanish; Yuk Fung Lam, Mandarin and Cantonese, technical arts teacher Chaouiki Hadjahmed, French and Arabic). In the case that our school receives students whose home language is one not spoken by our school's translation and interpretation committee, we contact the Translation and Interpretation Unit for help in assessing our incoming students' language abilities and needs and in communicating programming options to students' parents. In addition to the informal interview, we administer the Home Language Identification Survey (HLIS) to students admitted to the Department of Education and to our school. We assess students eligible for the Language Assessment Battery-Revised (LAB-R) within the first ten days of their attendance at our school, submit their placement scores as part of ongoing BESIS reporting, and place students eligible for ESL service in the appropriate ESL class.

Yuk Fung Lam (highly qualified and New York State Initial Certification in Teaching English to Speakers of Other Languages), our ELL coordinator, is responsible for conducting initial screenings and administering the HLIS and LAB-R in English. Margaret Reveron (highly qualified and New York State Permanent Certification in English and Special Education) is responsible for administering the LAB in Spanish

Throughout the year, our school obtains weekly updates from Automate the Schools (ATS) through the RLER report in order to identify any and all students who may be eligible for LAB-R testing; we also use the RLER report to determine student NYSESLAT eligibility. Throughout the year, we continue to test incoming students eligible for the LAB-R within the first ten days of their attendance, submit their placement scores as part of BESIS reporting, and place students eligible for ESL service in the appropriate ESL class.

Each year, ELLs are evaluated using the ESL Periodic Assessments in the fall and in the spring in order to collect data to use in planning language objectives for ELLs in ESL classes and across content area curricula and to assess the skills needed for ELLs to progress in their performance in the annual New York State English as a Second Language Achievement Test (NYSESLAT). The eligible ELLs/LEP students are administered the NYSESLAT each spring. In order to ensure that the four components of NYSESLAT are administered, we follow the procedure guidelines given by the state. That is, either a certified teacher or administrator makes certain that the Speaking component of the test is administered to each eligible LEP student individually in a separate location, away from other students, and that it is done within the dates allotted to us. The remaining three subtests (i.e. Listening, Reading, and Writing) may be done in various order, although we normally administer the Writing subtest last. Similarly, we ensure that these three subtests are given within the dates allowed. We provide eligible LEP students with an environment that is conducive to test-taking, that is, it is well-lit, free of distractions and with no visible content materials, and the like. TELLS' performance on this annual test

determines their placement and scheduling for ESL services for the following fall.

2. Parents of ELLs meet with the ELL coordinator, parent coordinator, assistant principal and principal immediately upon entry to the school. At parent orientations, we distribute the ELL parent brochures and show the ELL Parent Orientation video available in thirteen different languages to better explain the three types of academic programs for ELL, Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL that are available for their children within the New York City Department of Education schools. Parents are informed both of the school-based ESL resources and other academic programs, that is, TBE and Dual Language programs as well as specialized newcomer and International Schools, which are not offered at our school due to the small ELL population. The ELL coordinator serves as liaison between families of ELLs and other New York City Department of Education academic programs and informs families of the range of opportunities available for their children. The ELL coordinator meets with families for a follow-up meeting within the first month of their children's enrollment to assess academic progress and plan for academic interventions if necessary. Parents are addressed in their native languages in collaboration with the translation and interpretation team.

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

3. At the parent orientations (e.g. parent orientations), the ELL coordinator, parent coordinator, and school administrators complete Parent Surveys and Program Selection Forms to the ELL parents. Parents complete the Parent Surveys and Program Selection Forms at the parent orientations. Subsequently, we either collect these documents at the end of such meetings or ask that the parents return them within their children's first week of enrollment if more time is needed. In the case of parent absence, the ELL coordinator mails out the brochures and instructions on how to access the ELL Parent Orientation video online, explaining the three aforementioned ELL programs in addition to distributing the entitlement letters, Parent Surveys, and Program Selection Forms to the absent parents of ELLs. Our school's secretary keeps all returned, completed documents in the main office in the students' cumulative files.

Check all that apply

6* 7* 8* 9* 10* 11* 12*

4. Given our relatively small ELL population, our school uses an ESL model in both Integrated Co-Teaching and in Pull-Out classes to meet the academic and social language needs of ELLs. We do not offer TBE or Dual Language program due to the historical preference of our ELL parents for Freestanding ESL to TBE and Dual Language programs and the small number of ELLs in each grade band. Parents are informed of the school's ESL offerings and if, after learning about the three types of ELL programs for their children, parents choose TBE or Dual Language program, parents are assisted by the guidance counselor, parent coordinator and ESL coordinator in choosing a school that meets their requested criteria. We also refer them to the Placement Office located in 1 Fordham Plaza. Parents are addressed in this process in their native languages in collaboration with the school's translation and interpretation team. Our school's secretary maintains all placement letter records in the school's main office to track the number of ELL parents opting for TBE or Dual Language program. Likewise, the continued entitlement records are maintained in the school's main office. Additionally, the ELL coordinator, parent coordinator, and administrators keep close communication with the ELL parents by hosting periodic Parent Association meetings and maintaining consistent parent-teacher interactions and collaborations in-person, over the telephone, by written notices, and/or through ARIS reports.

5. In reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices remains consistently toward choosing ESL programming at our school. The exceptions to parents choosing to enroll their children in our ESL programs have been in families whose children are newcomers with fewer than three years of schooling in New York City who have requested either Bilingual programs or programs specifically designed to teach ESL through a newcomer program (i.e. an International Schools model or a school designed for newcomer ELLs). Over the past few years, five families choosing Bilingual, International Schools and Newcomer programs have been looking for programs for their children who have been in the United States for less than two academic years and are at beginner ESL levels according to their latest NYSESLAT scores when possible or LAB-R score for newly admitted students to New York City Schools. Parents have stated concerns over high academic standards for their beginner English proficiency children (three students), immediacy of Regents exams required for graduation at the end of the students' first year in high school (three students) and the limited number of Spanish speaking pedagogues (four students) as primary in their reasoning for choosing Bilingual, International Schools and Newcomer programs over our ESL program. 100% of the five families of students recently admitted to New York City schools requesting Bilingual, International Schools and Newcomer programs also stated that they had been unaware of the range of options in language learning available to their children when selecting or being assigned to our school. Parents are addressed in this process in their native languages in collaboration with the school's translation and interpretation team.

6. As most of the parents of incoming ELLs choose to enroll their students in our ESL program, our current programming options

are aligned with parent requests. We are in the process of making our ESL program delivery more dynamic and more responsive to student needs by increasing content area knowledge in ESL strategies among a wider staff base, integrating targeted technology for increase in literacy skills, and developing strategic interventions for Long Term ELLs (LTELLs) and Special Education ELLs. These specific steps aim to continue to meet the needs of our ELLs and to further align our program models with parent requests.

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 checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1	1	1	1	1	7
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	16
SIFE	5	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	39

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	1	2	10	3	2	39	1	12	55
Total	6	1	2	10	3	2	39	1	12	55

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
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							14	11	9	4	5	7	2	52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1		1			2
TOTAL	0	0	0	0	0	0	14	11	11	4	6	7	2	55

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

a. The organization models our school uses are Push-in Co-Teaching and Pull-Out ESL instruction. Pull-Out ESL instruction is used in the upper high school grades (10 to 12) where individual student programming conflicts with push-in scheduling and with LTELLs who are grouped in a dedicated Pull-Out class to focus on literacy needs. Push-in Co-Teaching is used in grades 6 to 10 in English language arts and Science classes, depending on scheduling matches between class schedule and the ESL teacher's scheduling availability.

b. In grades 6 to 9, students are programmed in a block schedule that allows our school to place all ELLs without Individual Educational Plans (IEPs) in one section of the grade (i.e. 602, 702, etc.) regardless of the English proficiency levels. They are serviced by our school's licensed ESL teacher according to the appropriate mandated minutes. X-coded Special Education ELLs with IEPs are placed in a designated Special Education ELL grade-level section (i.e. 601, 701, etc.), as they receive Integrated Co-Teaching (ICT) instruction in the section. In such a section, the X-coded ELLs with Special Education services receive the mandated ESL minutes, too, provided by the licensed ESL teacher. In the main, the ESL teacher collaborates with both classroom and ICT teachers to help build competency in delivering instruction embedded with ESL strategies to support all ELLs in their English language acquisition. This collaboration takes place through grade-level team meetings, Inquiry Team meetings, also known as Practice Area Network (PAN), school-based professional developments, paid professional developments outside of school hours (i.e. QTEL, CFN and Office of English Language Learner supported Professional Developments), paid after-school co-planning periods, inter-visitations, and invitations to work with the ELL Inquiry Team. In grades 10 to 12, ELLs are placed in pull-out classes in an ungraded heterogeneous method. The X-coded ELLs with Special Education services in these upper grades are also served by the licensed ESL teacher according to the appropriate mandated minutes.

2. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in our ESL model, in that the ESL teacher supports ELLs in their push-in classes according to the highest level needs. Where students' required number of minutes (e.g. high school beginners) are challenging to meet, students additionally join the pull-out class that is designed for LTELLs where these lower-level ELLs who are not LTELLs receive individual instruction facilitated by the ESL teacher and are supported by peer tutors working to receive school-based community service credits. Additionally, high school students taking Spanish classes whose Spanish literacy level exceeds the content of their assigned beginning high school Spanish class receive differentiated and individualized instruction in English facilitated by the ESL teacher and the Spanish teacher and are supported by peer

A. Programming and Scheduling Information

tutors working to receive school-based community service credits.

a. According to our ESL programmatic model and in compliance with CR Part 154, middle school beginner and intermediate students receive 360 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their ELA classes and other non-content-area classes; middle school advanced ELLs receive 180 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their ELA classes and other non-content-area classes. Also, students are grouped within the grade section that the licensed ESL teacher pushes into. Consequently, the mandated 360 and 180 minutes per week for the beginner/intermediate and advanced middle school ELLs respectively are exceeded. High school beginner ELLs receive 540 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their English classes, non-content-area classes, and Pull-Out classes combined; high school intermediate ELLs receive 360 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their English classes, non-content-area classes, and Pull-Out classes combined; and high school advanced ELLs receive 180 explicit ESL instructional minutes per week provided by the licensed ESL teacher within their English class, non-content-area classes, and Pull-Out class combined. Moreover, all ELLs school-wide are offered after-school ESL, also provided by the licensed ESL teacher, and native language support through Title III programming in ESL, science and math on Tuesdays and Thursdays from 3 to 5 p.m. All ELLs school-wide are offered native language support through the use of multi-cultural and Spanish libraries in the classroom, multi-cultural events school-wide (e.g. Multicultural Potluck Dinner, Hispanic Heritage Museum education family programs, Spanish cultural events and school-wide diversity and cultural heritage programming). Further, High school ELLs take Spanish language classes and are offered Spanish Advanced Placement classes where appropriate.

3. Content area information in our ESL model is delivered through a workshop model, allowing for maximum intentional use of grouping using data from formal and informal assessments. Using the workshop model also allows differentiated instruction in the form of stations where information of varying complexity is presented to classes of heterogeneous English proficiency levels. The ESL teacher works with content area teachers wherever possible to encourage, model and give feedback on the use of differentiated instruction, designing curriculum to engage student choice, and use of authentic assessments. The ESL teacher works with content area teachers both to build teacher capacity in incorporating language objectives into learning objectives and in matching teachers with appropriate professional development opportunities to help teachers develop their literacy instruction skills. This collaboration takes place through grade level team meetings, school-based professional development, paid professional development outside of school hours (i.e. QTEL, CFN and Office of English Language Learner supported Professional Developments), paid after school co-planning periods, inter-visitations, and invitations to work with the ELL Inquiry Team. High school students taking Spanish classes whose Spanish literacy level exceeds the content of their assigned beginning high school Spanish class receive differentiated and individualized instruction in English facilitated by the ESL teacher and the Spanish teacher and supported by peer tutors working to receive school-based community service credits.

4. Native language is evaluated by conducting the Home Language Identification Survey (HLIS) at students' initial entries.

5. Instruction is differentiated for the following subgroups:

a. The instructional plan for Students with Interrupted Formal Education (SIFE) includes the ESL teacher providing education for staff working with SIFE ELLs on the nature and effects of each SIFE student's academic history. Where applicable, the ESL teacher collaborates with the Pupil Personnel Team to collect additional social and family data necessary to inform instruction. The ESL teacher includes SIFE students in ELL Inquiry Team research and monitors SIFE students' progress in English Language Arts and in Math as indicators of progress toward promotion or possible academic intervention. SIFE students are suggested to attend after school Title III programming in ESL, Science and Math. SIFE students with IEPs additionally work with a Resource Teacher to supplement literacy instruction using grade level appropriate resources (i.e. Wilson, Achieve 3000, etc.)

b. ELLs who have been in U.S. schools for less than three years (newcomers) are partnered in class with higher-level English proficiency ELLs to serve as liaisons and provide graduated help with translation when necessary. The ESL teacher works with higher level ELLs who help newcomer ELLs to determine and teach collaborative skills that will help both the newcomer and the higher level ELL (i.e. reciprocal teaching, note-taking, active listening) and collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a newcomer in the adaptation phase. Newcomers are suggested to attend after school Title III programming in ESL, Science and Math. Because No Child Left Behind (NCLB) now requires ELA testing for ELLs after one

A. Programming and Scheduling Information

year, our instructional plan for these ELLs includes specific test preparation training. Newcomer ELLs are suggested to attend school-wide test preparation classes that are specifically designed for each test that students take. These classes are taught by content area teachers and are held in afternoon afterschool sessions and Saturday sessions for approximately one to two months leading up to each of the required City and State tests. In addition to the test preparation that they receive as a whole class, through Pull-Out sessions in the weeks leading up to City and State tests.

c. ELLs who have been in U.S. schools between four and six years and are beginner-level are partnered in class with higher-level English proficiency ELLs who serve as liaisons and provide graduated help with translation when necessary. The ESL teacher works with higher level ELLs who help beginner level ELLs to determine and teach collaborative skills that will help both the beginner level ELL and the higher level ELL (i.e. reciprocal teaching, note-taking, active listening) and collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a newcomer in the adaption phase. ELLs with four to six years of experience in US schools are suggested to attend after school Title III programming in ESL, science, and math.

d. ELLs who have been in U.S. schools more than six years and classified as LTELLs level are partnered in class with former ELLs to serve as liaisons and provide graduated help with translation when necessary. The ESL teacher works with former ELLs who help LTELLs to determine and teach collaborative skills that will help both the LTELLs and the former ELL (i.e. reciprocal teaching, note-taking, active listening) and collaborates with content area teachers in order to identify a range of students in each class who would benefit from helping a newcomer in the adaption phase. LTELLs are also included in a Pull-Out ESL class taught by the ESL teacher designed to address challenges to students' literacy. This class specifically prepares students to succeed on the NYSESLAT through test knowledge and the use of differentiated texts for whole-class reading and writing modeled on the NYSESLAT writing portions. LTELLs are suggested to attend after-school Title III programming in ESL, science, and math.

6. ELLs identified as having special needs receive individualized literacy instruction from a Resource teacher to supplement English-language-arts-based literacy instruction using grade level appropriate resources (i.e. Wilson, Achieve 3000, etc.). The ESL teacher also works with Special Education teachers to help identify and create language goals to include in students' Individualized Education Plan (IEP) that would help students and teachers monitor and improve ELLs with IEPs language skills. Teachers of ELL-SWDs work together to heighten engagement and comprehension to include multiple language modalities. The teachers allow students extended wait/processing time, employ technology in the classroom, create small-group instruction, modify written texts, and give individualized attention. ELLs identified as having special needs are suggested to attend the twice-a-week after-school Title III programming in ESL, science, and math.

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Identify activities to incorporate into the ELL support program before the beginning of the school year for newly enrolled ELLs to develop a community within the cohort of ELLs and their families.		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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. Targeted intervention programs for ELLs in ELA, math, and other content areas are delivered through content area teachers and, when applicable, through ICT with the ESL teacher. Interventions are planned departmental meetings and in paid after school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. In ELA, the school-wide use of Writing Matters curriculum, based on a workshop model of teaching reading and writing draws on best practices in ESL by incorporating teacher modeling, and the use of technology both to demonstrate aspects of the writing process, to engage students in the writing process, to increase the amount of writing that students produce, and to build on students' functionality in computers to raise the level of incorporated revising and editing strategies.

ELLs who did not make Adequate Yearly Progress (AYP) in the previous academic year in ELA according to Annual Measurable Achievement Objectives (AMAOs) are chosen for a targeted list of students to include in the ELL Inquiry Team study. ELA teachers, whose ELLs have not made AYP, work collaboratively with the ESL teacher in order to identify, assess, and modify interventions to help these ELLs make up lost progress and move to the next level in ELA City tests and NYSESLAT performance levels. In addition to existing ELA classes, ELLs in 6th grade with IEPs and all ELLs in 7th grade use Achieve 3000 for two to five periods (116-290 minutes) a week with a Special Education teacher who has gone through Quality Teaching of English Language (QTEL) and Achieve 3000 training and a Special Education teacher team teaching with the ESL teacher in order to systematically assess, differentiate, and increase the students' reading and writing levels. In the 2010-2011 school year this same teacher utilized Achieve 3000 with a group of LTELs from our school in a combined grant with MS 223 in our after-school English Language Learners' Success Academy (ELLSA).

In analyzing the data about the ELLSA program, we determined that our students needed more contact hours with Achieve 3000 in order to make the estimated 1.5 grade level gains in reading that Achieve 3000 can help our students. Therefore, in the 2011-2012 school year, programming, purchasing, and training changes were made so that we could conduct a study within the school-wide ELL population in using Achieve 3000 so that students can access the program for the recommended 40 sessions. Results from students' use of Achieve 3000 will be monitored through the Language Allocation Policy Team and the ELL Inquiry Team. Additional academic interventions in ELA are implemented in targeted after-school interventions conducted during Title III programming and carried out by a bilingual Spanish Language teacher. Academic interventions for ELLs are performed in English and in Spanish.

Targeted interventions in math are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in math are implemented in math classes and in targeted after-school interventions conducted during Title III programming, ELLs who have not made AYP in math and ELLs who have not achieved proficiency on the City and State exams are targeted to attend after-school math programming with a math teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

Targeted interventions in science and social studies are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in science and social studies are implemented in science and social studies classes and in targeted after-school interventions conducted during Title III programming by a bilingual science teacher and a bilingual Spanish Language teacher. ELLs who have not made AYP in science and social studies and ELLs who have not achieved proficiency on City and State exams are targeted to attend after-school science and social studies programming with

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. Targeted intervention programs for ELLs in ELA, math, and other content areas are delivered through content area teachers and, when applicable, through ICT with the ESL teacher. Interventions are planned departmental meetings and in paid after school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. In ELA, the school-wide use of Writing Matters curriculum, based on a workshop model of teaching reading and writing draws on best practices in ESL by incorporating teacher modeling, and the use of technology both to demonstrate aspects of the writing process, to engage students in the writing process, to increase the amount of writing that students produce, and to build on students' functionality in computers to raise the level of incorporated revising and editing strategies.

ELLs who did not make Adequate Yearly Progress (AYP) in the previous academic year in ELA according to Annual Measurable Achievement Objectives (AMAOs) are chosen for a targeted list of students to include in the ELL Inquiry Team study. ELA teachers, whose ELLs have not made AYP, work collaboratively with the ESL teacher in order to identify, assess, and modify interventions to help these ELLs make up lost progress and move to the next level in ELA City tests and NYSESLAT performance levels. In addition to existing ELA classes, ELLs in 6th grade with IEPs and all ELLs in 7th grade use Achieve 3000 for two to five periods (116-290 minutes) a week with a Special Education teacher who has gone through Quality Teaching of English Language (QTEL) and Achieve 3000 training and a Special Education teacher team teaching with the ESL teacher in order to systematically assess, differentiate, and increase the students' reading and writing levels. In the 2010-2011 school year this same teacher utilized Achieve 3000 with a group of LTELLs from our school in a combined grant with MS 223 in our after-school English Language Learners' Success Academy (ELLSA).

In analyzing the data about the ELLSA program, we determined that our students needed more contact hours with Achieve 3000 in order to make the estimated 1.5 grade level gains in reading that Achieve 3000 can help our students. Therefore, in the 2011-2012 school year, programming, purchasing, and training changes were made so that we could conduct a study within the school-wide ELL population in using Achieve 3000 so that students can access the program for the recommended 40 sessions. Results from students' use of Achieve 3000 will be monitored through the Language Allocation Policy Team and the ELL Inquiry Team. Additional academic interventions in ELA are implemented in targeted after-school interventions conducted during Title III programming and carried out by a bilingual Spanish Language teacher. Academic interventions for ELLs are performed in English and in Spanish.

Targeted interventions in math are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in math are implemented in math classes and in targeted after-school interventions conducted during Title III programming, ELLs who have not made AYP in math and ELLs who have not achieved proficiency on the City and State exams are targeted to attend after-school math programming with a math teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

Targeted interventions in science and social studies are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in science and social studies are implemented in science and social studies classes and in targeted after-school interventions conducted during Title III programming by a bilingual science teacher and a bilingual Spanish Language teacher. ELLs who have not made AYP in science and social studies and ELLs who have not achieved proficiency on City and State exams are targeted to attend after-school science and social studies programming with a teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

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. Targeted intervention programs for ELLs in ELA, math, and other content areas are delivered through content area teachers and, when applicable, through ICT with the ESL teacher. Interventions are planned departmental meetings and in paid after school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. In ELA, the school-wide use of Writing Matters curriculum, based on a workshop model of teaching reading and writing draws on best practices in ESL by incorporating teacher modeling, and the use of technology both to demonstrate aspects of the writing process, to engage students in the writing process, to increase the amount of writing that students produce, and to build on students' functionality in computers to raise the level of incorporated revising and editing strategies.

ELLs who did not make Adequate Yearly Progress (AYP) in the previous academic year in ELA according to Annual Measurable Achievement Objectives (AMAOs) are chosen for a targeted list of students to include in the ELL Inquiry Team study. ELA teachers, whose ELLs have not made AYP, work collaboratively with the ESL teacher in order to identify, assess, and modify interventions to help these ELLs make up lost progress and move to the next level in ELA City tests and NYSESLAT performance levels. In addition to existing ELA classes, ELLs in 6th grade with IEPs and all ELLs in 7th grade use Achieve 3000 for two to five periods (116-290 minutes) a week with a Special Education teacher who has gone through Quality Teaching of English Language (QTEL) and Achieve 3000 training and a Special Education teacher team teaching with the ESL teacher in order to systematically assess, differentiate, and increase the students' reading and writing levels. In the 2010-2011 school year this same teacher utilized Achieve 3000 with a group of LTELLs from our school in a combined grant with MS 223 in our after-school English Language Learners' Success Academy (ELLSA).

In analyzing the data about the ELLSA program, we determined that our students needed more contact hours with Achieve 3000 in order to make the estimated 1.5 grade level gains in reading that Achieve 3000 can help our students. Therefore, in the 2011-2012 school year, programming, purchasing, and training changes were made so that we could conduct a study within the school-wide ELL population in using Achieve 3000 so that students can access the program for the recommended 40 sessions. Results from students' use of Achieve 3000 will be monitored through the Language Allocation Policy Team and the ELL Inquiry Team. Additional academic interventions in ELA are implemented in targeted after-school interventions conducted during Title III programming and carried out by a bilingual Spanish Language teacher. Academic interventions for ELLs are performed in English and in Spanish.

Targeted interventions in math are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in math are implemented in math classes and in targeted after-school interventions conducted during Title III programming, ELLs who have not made AYP in math and ELLs who have not achieved proficiency on the City and State exams are targeted to attend after-school math programming with a math teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

Targeted interventions in science and social studies are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in science and social studies are implemented in science and social studies classes and in targeted after-school interventions conducted during Title III programming by a bilingual science teacher and a bilingual Spanish Language teacher. ELLs who have not made AYP in science and social studies and ELLs who have not achieved proficiency on City and State exams are targeted to attend after-school science and social studies programming with a teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

9. Continued transitional support for ELLs reaching proficiency on the NYSESLAT include the use of after-school Title III academic

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

N/A.

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

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. All teachers of ELLs are provided with opportunities to learn and build capacity in using best teaching practices for ESL. These opportunities include school-level professional development in the form of grade team meetings, departmental meetings, co-planning periods with the ESL teacher, participation in the ELL Inquiry Team and training in using Achieve 3000. The ESL teacher works with individual content area teachers to identify areas of support to improve effectiveness of content area teachers' instructional strategies for use with ELLs. The ESL teacher also identifies teachers utilizing best ESL practices and coordinates inter-visitation for teachers to watch effective strategies in use in classroom instruction. Teachers of ELLs are also provided with opportunities to utilize network-level professional development conducted by the Children's First Network 406, that is, periodic ESL meetings and topic specific workshops, such as "Individual Educational Programs and English Language Learners, Part 154. Additionally, all teachers of ELLs are provided with opportunities to participate in city-level ESL professional development offered by the New York City Department of Education's Office of English Language Learners (e.g. Understanding AMAOs, Achieving Success for ELLs: A Common Understanding of What Works, QTEL Building the Base, QTEL Advanced Courses, etc.), as well as city-wide professional development opportunities through the NYU-BETAC ELL Think Tank monthly meetings and the Fordham University Bronx BETAC professional development workshops and Touro College's three tuition-free graduate-level courses in Teaching English to Speakers of Other Languages (TESOL) through the Language Development in the Context of the Disciplines (LDCD).

2. Staff members who work with ELLs as they transition from elementary to middle school and middle school to high school are supported with the help of the guidance staff, the ESL teacher and the Parent coordinator. Staff are helped to understand ELL testing guidelines and accommodations, ELL Academic Language and Social Language needs and the use of effective strategies in involving families of ELLs to work toward ELL academic success, the use of classroom strategies to effectively build on ELL content knowledge, connecting ELLs' previous experience with expected grade-level content and skill gains and specific demographic and promotion rates as useful in determining the most effective methods of supporting ELLs. All ELLs partake in the school- and grade-wide summer programming before the beginning of the school year, including 6th Grade Welcome Program (a week-long introduction to school culture and academic expectations), 9th Grade Orientation (one to two days of introduction to high school academic expectations) and the 9th Grade Club Getaway overnight outdoor education class trip. Staff members working with ELLs are encouraged to attend orientation to build a community between ELLs and other staff working with ELLs.

3. As per Jose P., ELL training for all staff, excluding those holding ESL or bilingual licenses, is conducted in-house through the weekly Wednesday professional development (five hours) and an all-day professional development as part of the programs on September 7, 2012 (one hour), November 8, 2012 (one hour), and January 30, 2012 (one hour), totaling to eight hours over the school year. Thus, we exceed the minimum 7.5 hours required by the Jose P. mandates. We use attendance sheets as record keeping of all staff members receiving such training, and these records are maintained in Assistant Principal Ms. Venus Williams's file.

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.

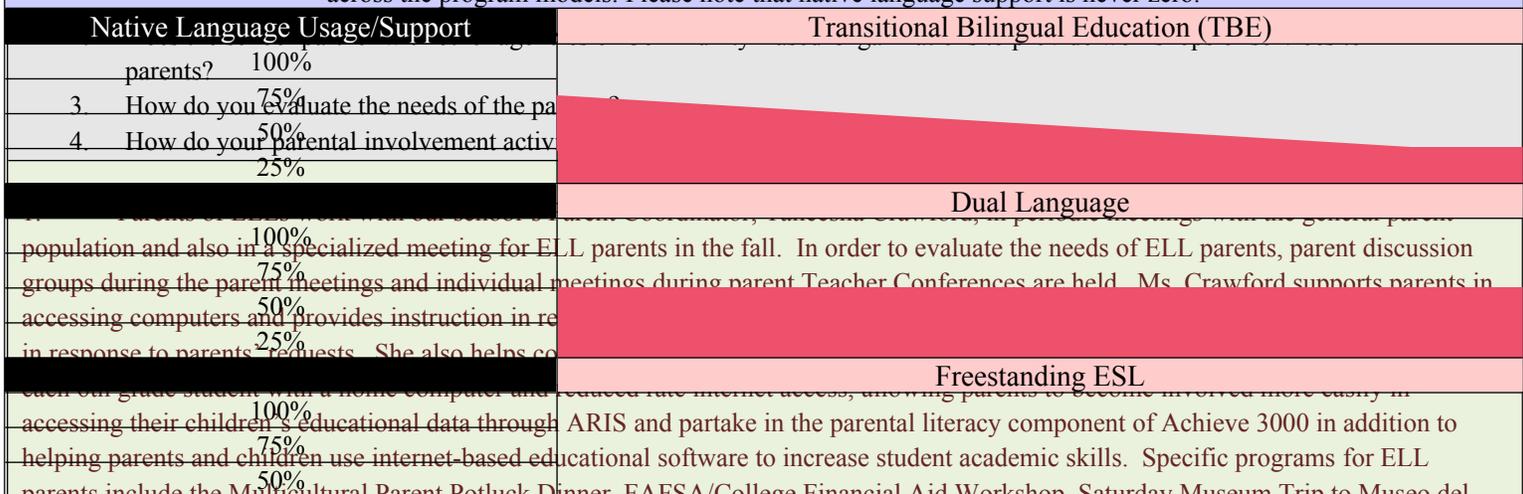
1. All teachers of ELLs are provided with opportunities to learn and build capacity in using best teaching practices for ESL. These opportunities include school-level professional development in the form of grade team meetings, departmental meetings, co-planning periods with the ESL teacher, participation in the ELL Inquiry Team and training in using Achieve 3000. The ESL teacher works with individual content area teachers to identify areas of support to improve effectiveness of content area teachers' instructional strategies for use with ELLs. The ESL teacher also identifies teachers utilizing best ESL practices and coordinates inter-visitation for teachers to watch effective strategies in use in classroom instruction. Teachers of ELLs are also provided with opportunities to utilize network-level professional development conducted by the Children's First Network 406, that is, periodic ESL meetings and topic specific workshops, such as "Individual Educational Programs and English Language Learners, Part 154. Additionally, all teachers of ELLs are provided with opportunities to participate in city-level ESL professional development offered by the New York City Department of Education's Office of English Language Learners (e.g. Understanding AMAOs, Achieving Success for ELLs: A Common Understanding of What Works, QTEL Building the Base, QTEL Advanced Courses, etc.), as well as city-wide professional development opportunities through the NYU-BETAC ELL Think Tank monthly meetings and the Fordham University Bronx BETAC professional development workshops and Touro College's three tuition-free graduate-level courses in Teaching English to Speakers of Other Languages (TESOL) through the Language Development in the Context of the Disciplines (LDCD).

2. Staff members who work with ELLs as they transition from elementary to middle school and middle school to high school are supported with the help of the guidance staff, the ESL teacher and the Parent coordinator. Staff are helped to understand ELL testing guidelines and accommodations, ELL Academic Language and Social Language needs and the use of effective strategies in involving families of ELLs to work toward ELL academic success, the use of classroom strategies to effectively build on ELL content knowledge, connecting ELLs' previous experience with expected grade-level content and skill gains and specific demographic and promotion rates as useful in determining the most effective methods of supporting ELLs. All ELLs partake in the school- and grade-wide summer programming before the beginning of the school year, including 6th Grade Welcome Program (a week-long introduction to school culture and academic expectations), 9th Grade Orientation (one to two days of introduction to high school academic expectations) and the 9th Grade Club Getaway overnight outdoor education class trip. Staff members working with ELLs are encouraged to attend orientation to build a community between ELLs and other staff working with ELLs.

3. As per Jose P., ELL training for all staff, excluding those holding ESL or bilingual licenses, is conducted in-house through the weekly Wednesday professional development (five hours) and an all-day professional development as part of the programs on September 7, 2012 (one hour), November 8, 2012 (one hour), and January 30, 2012 (one hour), totaling to eight hours over the school year. Thus, we exceed the minimum 7.5 hours required by the Jose P. mandates. We use attendance sheets as record keeping of all staff members receiving such training, and these records are maintained in Assistant Principal Ms. Venus Williams's file.

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.



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. Parents of ELLs work with our school's Parent Coordinator, Taneesha Crawford, in periodic meetings with the general parent population and also in a specialized meeting for ELL parents in the fall. In order to evaluate the needs of ELL parents, parent discussion groups during the parent meetings and individual meetings during parent Teacher Conferences are held. Ms. Crawford supports parents in accessing computers and provides instruction in resume writing, job searches, and accessing community programs and benefits for families in response to parents' requests. She also helps coordinate the school's participation in Computers for Youth, which provides the family of each 6th grade student with a home computer and reduced rate internet access, allowing parents to become involved more easily in accessing their children's educational data through ARIS and partake in the parental literacy component of Achieve 3000 in addition to helping parents and children use internet-based educational software to increase student academic skills. Specific programs for ELL parents include the Multicultural Parent Potluck Dinner, FAFSA/College Financial Aid Workshop, Saturday Museum Trip to Museo del Barrio (Nueva York exhibit), Monthly Multicultural Movie Night, and "Night at the Education Movies." Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

2. The school partners with the Mercy Center across the street from our school to connect parents of ELLs with Beginning, Intermediate, and Advanced level ESL classes, conversation partners, reading and computer resources, help with immigration matters, special events around immigrants' rights, access to health care, workshop concerns and citizenship classes. Mercy Center helps ELL parents partner with the Immigrant Protection Unit of the New York Legal Assistance Group (NYLAG) to provide legal representation to our participants in immigration proceedings. Additionally, our school partners with Boricua College, Hostos Community College, and College of New Rochelle to provide education-related information to parents interested in either or both completing a GED and continuing their education at the college level. Similarly, using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

3. We evaluate the needs of parents in ongoing formal and informal measures. As parent needs become clear through meetings about students' academic and social performance, we address parental needs and match parents with available community-based resources. We also include questions about parental needs in the initial meetings with parents and in ongoing periodic meetings, such as Parent Teacher Conferences, IEP Meetings, and ELL parent and all parent workshops. Again, using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

4. The parents of our ELLs cite issues with learning English, accessing community and educational resources for themselves and their children, learning about the high school and college application processes and career assistance as main concerns in becoming more effective advocates for their children's success. Therefore, our targeted parental involvement activities help to address these concerns and build parents' capacities to help them become more effectively involved in their children's education. Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

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

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. Targeted intervention programs for ELLs in ELA, math, and other content areas are delivered through content area teachers and, when applicable, through ICT with the ESL teacher. Interventions are planned departmental meetings and in paid after school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. In ELA, the school-wide use of Writing Matters curriculum, based on a workshop model of teaching reading and writing draws on best practices in ESL by incorporating teacher modeling, and the use of technology both to demonstrate aspects of the writing process, to engage students in the writing process, to increase the amount of writing that students produce, and to build on students' functionality in computers to raise the level of incorporated revising and editing strategies.

ELLs who did not make Adequate Yearly Progress (AYP) in the previous academic year in ELA according to Annual Measurable Achievement Objectives (AMAOs) are chosen for a targeted list of students to include in the ELL Inquiry Team study. ELA teachers, whose ELLs have not made AYP, work collaboratively with the ESL teacher in order to identify, assess, and modify interventions to help these ELLs make up lost progress and move to the next level in ELA City tests and NYSESLAT performance levels. In addition to existing ELA classes, ELLs in 6th grade with IEPs and all ELLs in 7th grade use Achieve 3000 for two to five periods (116-290 minutes) a week with a Special Education teacher who has gone through Quality Teaching of English Language (QTEL) and Achieve 3000 training and a Special Education teacher team teaching with the ESL teacher in order to systematically assess, differentiate, and increase the students' reading and writing levels. In the 2010-2011 school year this same teacher utilized Achieve 3000 with a group of LTELLs from our school in a combined grant with MS 223 in our after-school English Language Learners' Success Academy (ELLSA).

In analyzing the data about the ELLSA program, we determined that our students needed more contact hours with Achieve 3000 in order to make the estimated 1.5 grade level gains in reading that Achieve 3000 can help our students. Therefore, in the 2011-2012 school year, programming, purchasing, and training changes were made so that we could conduct a study within the school-wide ELL population in using Achieve 3000 so that students can access the program for the recommended 40 sessions. Results from students' use of Achieve 3000 will be monitored through the Language Allocation Policy Team and the ELL Inquiry Team. Additional academic interventions in ELA are implemented in targeted after-school interventions conducted during Title III programming and carried out by a bilingual Spanish Language teacher. Academic interventions for ELLs are performed in English and in Spanish.

Targeted interventions in math are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in math are implemented in math classes and in targeted after-school interventions conducted during Title III programming, ELLs who have not made AYP in math and ELLs who have not achieved proficiency on the City and State exams are targeted to attend after-school math programming with a math teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

Targeted interventions in science and social studies are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in science and social studies are implemented in science and social studies classes and in targeted after-school interventions conducted during Title III programming by a bilingual science teacher and a bilingual Spanish Language teacher. ELLs who have not made AYP in science and social studies and ELLs who have not achieved proficiency on City and State exams are targeted to attend after-school science and social studies programming with a teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

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. Targeted intervention programs for ELLs in ELA, math, and other content areas are delivered through content area teachers and, when applicable, through ICT with the ESL teacher. Interventions are planned departmental meetings and in paid after school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. In ELA, the school-wide use of Writing Matters curriculum, based on a workshop model of teaching reading and writing draws on best practices in ESL by incorporating teacher modeling, and the use of technology both to demonstrate aspects of the writing process, to engage students in the writing process, to increase the amount of writing that students produce, and to build on students' functionality in computers to raise the level of incorporated revising and editing strategies.

ELLs who did not make Adequate Yearly Progress (AYP) in the previous academic year in ELA according to Annual Measurable Achievement Objectives (AMAOs) are chosen for a targeted list of students to include in the ELL Inquiry Team study. ELA teachers, whose ELLs have not made AYP, work collaboratively with the ESL teacher in order to identify, assess, and modify interventions to help these ELLs make up lost progress and move to the next level in ELA City tests and NYSESLAT performance levels. In addition to existing ELA classes, ELLs in 6th grade with IEPs and all ELLs in 7th grade use Achieve 3000 for two to five periods (116-290 minutes) a week with a Special Education teacher who has gone through Quality Teaching of English Language (QTEL) and Achieve 3000 training and a Special Education teacher team teaching with the ESL teacher in order to systematically assess, differentiate, and increase the students' reading and writing levels. In the 2010-2011 school year this same teacher utilized Achieve 3000 with a group of LTELLs from our school in a combined grant with MS 223 in our after-school English Language Learners' Success Academy (ELLSA).

In analyzing the data about the ELLSA program, we determined that our students needed more contact hours with Achieve 3000 in order to make the estimated 1.5 grade level gains in reading that Achieve 3000 can help our students. Therefore, in the 2011-2012 school year, programming, purchasing, and training changes were made so that we could conduct a study within the school-wide ELL population in using Achieve 3000 so that students can access the program for the recommended 40 sessions. Results from students' use of Achieve 3000 will be monitored through the Language Allocation Policy Team and the ELL Inquiry Team. Additional academic interventions in ELA are implemented in targeted after-school interventions conducted during Title III programming and carried out by a bilingual Spanish Language teacher. Academic interventions for ELLs are performed in English and in Spanish.

Targeted interventions in math are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in math are implemented in math classes and in targeted after-school interventions conducted during Title III programming, ELLs who have not made AYP in math and ELLs who have not achieved proficiency on the City and State exams are targeted to attend after-school math programming with a math teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

Targeted interventions in science and social studies are planned departmental meetings and in paid after-school per session co-planning meetings with the ESL teacher and in the ELL Inquiry Team meetings. Academic interventions in science and social studies are implemented in science and social studies classes and in targeted after-school interventions conducted during Title III programming by a bilingual science teacher and a bilingual Spanish Language teacher. ELLs who have not made AYP in science and social studies and ELLs who have not achieved proficiency on City and State exams are targeted to attend after-school science and social studies programming with a teacher who has a bilingual license extension. Academic interventions for ELLs in ELA are conducted in English and in Spanish.

9. Continued transitional support for ELLs reaching proficiency on the NYSESLAT include the use of after-school Title III academic

C. Schools with Dual Language Programs

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

N/A.

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. In order to assess the literacy skills of our school's ELLs, we use assessment tools embedded in the Writing Matters curriculum in order to determine students' baseline reading and writing levels at the start of the school year (September), and Writing Matters assessments midway through the school year (January) and at the end of the school year (June) to determine growth and areas for whole-class, small-group, and individual teacher-facilitated interventions. In ELA departmental meetings, ELL Inquiry Team meetings and in one-on-one coaching sessions, ELA teachers and the ESL teacher work with Writing Matters curriculum coach Jelbin Delacruz to examine student work, analyze student data, and plan and monitor learning interventions. Moreover, 6th grade ELLs with IEPs, all 7th grade ELLs, and high school LTELLs who use Achieve 3000 embedded reading assessment level tests at the start of their program use and periodically after every 40 activity sessions to determine reading level, differentiate tests sets for student use, and to identify necessary teacher-led interventions. An additional benefit to using the Achieve 3000 program is that our ELLs' use of technology helps ensure equity in technology and instructional resources, especially within the 6th grade ELLs who received home computers through our school's partnership with Computer for Youth.

Furthermore, ELA teachers use both formal and informal classroom assessments (i.e. formative and summative assessments) to identify areas of the ELLs' literacy deficit and growth. Assessments are offered in students' native language when appropriate, but since many of our school's ELLs, while not yet proficient in English according to their NYSESLAT scores, are English-dominant in their literacy skills, most of them are assessed for literacy development in English.

Our assessment work helps to inform our school's instructional plan in that our continued examination of ELL student performance serves as a dedicated study of the subgroup of ELLs in our school. We use the study of our ELLs' literacy needs to assess the efficacy of our teaching strategies in ELA and across content areas and to determine areas of intended growth for teachers. Also, we have begun to amass a group of teachers dedicated to examining ELL literacy needs through our ELL Inquiry Team and through our second year of using Achieve 3000 and have capitalized both on the professional development offered through Achieve 3000 and in our school-based four Achieve 3000 trained staff members to begin to turn-key principles of differentiated and leveled texts, multi-sensory approaches in literacy, and student-centered classroom literacy activities that can help students make gains in literacy skills.

2. Data patterns across NYSESLAT proficiency levels on the LAB-R and the NYSESLAT and grades reveal that the majority of our ELLs' scores and skill levels are higher in the listening and speaking modalities than in the reading and writing modalities. Our data also show that 39 of our 55 ELLs are LTELLs, and 21 of whom tested advanced, 17 tested intermediate, and 1 tested beginner on the most recent NYSESLAT. Thirteen of our 55 ELLs are also Special Education students.

3. Patterns across NYSESLAT modalities affect instructional decisions in that our focus on ELL literacy development is structured around improving reading and writing skill levels across our ELL population and continuing to create specific interventions this year through Achieve 3000 to work with our Special Education and LTELL groups.

Additional Information

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

Our school's middle school ELL program is supplemented by our participation in the Long-Term ELL Academic Intervention Grant written in collaboration with MS 223.

See Annual Measurable Achievement Objectives (AMAOs) attached to this paper submission of LAP.

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. All teachers of ELLs are provided with opportunities to learn and build capacity in using best teaching practices for ESL. These opportunities include school-level professional development in the form of grade team meetings, departmental meetings, co-planning periods with the ESL teacher, participation in the ELL Inquiry Team and training in using Achieve 3000. The ESL teacher works with individual content area teachers to identify areas of support to improve effectiveness of content area teachers' instructional strategies for use with ELLs. The ESL teacher also identifies teachers utilizing best ESL practices and coordinates inter-visitation for teachers to watch effective strategies in use in classroom instruction. Teachers of ELLs are also provided with opportunities to utilize network-level professional development conducted by the Children's First Network 406, that is, periodic ESL meetings and topic specific workshops, such as "Individual Educational Programs and English Language Learners, Part 154. Additionally, all teachers of ELLs are provided with opportunities to participate in city-level ESL professional development offered by the New York City Department of Education's Office of English Language Learners (e.g. Understanding AMAOs, Achieving Success for ELLs: A Common Understanding of What Works, QTEL Building the Base, QTEL Advanced Courses, etc.), as well as city-wide professional development opportunities through the NYU-BETAC ELL Think Tank monthly meetings and the Fordham University Bronx BETAC professional development workshops and Touro College's three tuition-free graduate-level courses in Teaching English to Speakers of Other Languages (TESOL) through the Language Development in the Context of the Disciplines (LDCD).

2. Staff members who work with ELLs as they transition from elementary to middle school and middle school to high school are supported with the help of the guidance staff, the ESL teacher and the Parent coordinator. Staff are helped to understand ELL testing guidelines and accommodations, ELL Academic Language and Social Language needs and the use of effective strategies in involving families of ELLs to work toward ELL academic success, the use of classroom strategies to effectively build on ELL content knowledge, connecting ELLs' previous experience with expected grade-level content and skill gains and specific demographic and promotion rates as useful in determining the most effective methods of supporting ELLs. All ELLs partake in the school- and grade-wide summer programming before the beginning of the school year, including 6th Grade Welcome Program (a week-long introduction to school culture and academic expectations), 9th Grade Orientation (one to two days of introduction to high school academic expectations) and the 9th Grade Club Getaway overnight outdoor education class trip. Staff members working with ELLs are encouraged to attend orientation to build a community between ELLs and other staff working with ELLs.

3. As per Jose P., ELL training for all staff, excluding those holding ESL or bilingual licenses, is conducted in-house through the weekly Wednesday professional development (five hours) and an all-day professional development as part of the programs on September 7, 2012 (one hour), November 8, 2012 (one hour), and January 30, 2012 (one hour), totaling to eight hours over the school year. Thus, we exceed the minimum 7.5 hours required by the Jose P. mandates. We use attendance sheets as record keeping of all staff members receiving such training, and these records are maintained in Assistant Principal Ms. Venus Williams's file.

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?

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. Parents of ELLs work with our school's Parent Coordinator, Taneesha Crawford, in periodic meetings with the general parent population and also in a specialized meeting for ELL parents in the fall. In order to evaluate the needs of ELL parents, parent discussion groups during the parent meetings and individual meetings during parent Teacher Conferences are held. Ms. Crawford supports parents in accessing computers and provides instruction in resume writing, job searches, and accessing community programs and benefits for families in response to parents' requests. She also helps coordinate the school's participation in Computers for Youth, which provides the family of each 6th grade student with a home computer and reduced rate internet access, allowing parents to become involved more easily in accessing their children's educational data through ARIS and partake in the parental literacy component of Achieve 3000 in addition to helping parents and children use internet-based educational software to increase student academic skills. Specific programs for ELL parents include the Multicultural Parent Potluck Dinner, FAFSA/College Financial Aid Workshop, Saturday Museum Trip to Museo del Barrio (Nueva York exhibit), Monthly Multicultural Movie Night, and "Night at the Education Movies." Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

2. The school partners with the Mercy Center across the street from our school to connect parents of ELLs with Beginning, Intermediate, and Advanced level ESL classes, conversation partners, reading and computer resources, help with immigration matters, special events around immigrants' rights, access to health care, workshop concerns and citizenship classes. Mercy Center helps ELL parents partner with the Immigrant Protection Unit of the New York Legal Assistance Group (NYLAG) to provide legal representation to our participants in immigration proceedings. Additionally, our school partners with Boricua College, Hostos Community College, and College of New Rochelle to provide education-related information to parents interested in either or both completing a GED and continuing their education at the college level. Similarly, using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

3. We evaluate the needs of parents in ongoing formal and informal measures. As parent needs become clear through meetings about students' academic and social performance, we address parental needs and match parents with available community-based resources. We also include questions about parental needs in the initial meetings with parents and in ongoing periodic meetings, such as Parent Teacher Conferences, IEP Meetings, and ELL parent and all parent workshops. Again, using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

4. The parents of our ELLs cite issues with learning English, accessing community and educational resources for themselves and their children, learning about the high school and college application processes and career assistance as main concerns in becoming more effective advocates for their children's success. Therefore, our targeted parental involvement activities help to address these concerns and build parents' capacities to help them become more effectively involved in their children's education. Using our school's translation and interpretation team, translation and interpretation services in Spanish, French, Mandarin, Cantonese, and Arabic are readily available to parents of ELLs. In the case, in which a language is not spoken by any of the team's committee members, we reach out to the Translation and Interpretation Unit for help.

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	1	0	0	0	0	0	1
Intermediate(I)							3	5	6	3	4	5	0	26
Advanced (A)							11	5	5	1	1	2	2	27
Total	0	0	0	0	0	0	14	11	11	4	5	7	2	54

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	3	0	0	11
7	3	6	2	0	11
8	1	3	0	0	4
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	2		6		3				11

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	3		7		1				11
8	0		3		1				4
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		2		2		0		4
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		1	
Integrated Algebra	12		10	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	8		2	
Living Environment	10		6	
Physics				
Global History and Geography	5		1	
US History and Government	2		1	
Foreign Language	6		6	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. In order to assess the literacy skills of our school's ELLs, we use assessment tools embedded in the Writing Matters curriculum in order to determine students' baseline reading and writing levels at the start of the school year (September), and Writing Matters assessments midway through the school year (January) and at the end of the school year (June) to determine growth and areas for whole-class, small-group, and individual teacher-facilitated interventions. In ELA departmental meetings, ELL Inquiry Team meetings and in one-on-one coaching sessions, ELA teachers and the ESL teacher work with Writing Matters curriculum coach Jelbin Delacruz to examine student work, analyze student data, and plan and monitor learning interventions. Moreover, 6th grade ELLs with IEPs, all 7th grade ELLs, and high school LTELLs who use Achieve 3000 embedded reading assessment level tests at the start of their program use and periodically after every 40 activity sessions to determine reading level, differentiate tests sets for student use, and to identify necessary teacher-led interventions. An additional benefit to using the Achieve 3000 program is that our ELLs' use of technology helps ensure equity in technology and instructional resources, especially within the 6th grade ELLs who received home computers through our school's partnership with Computer for Youth.

Furthermore, ELA teachers use both formal and informal classroom assessments (i.e. formative and summative assessments) to identify areas of the ELLs' literacy deficit and growth. Assessments are offered in students' native language when appropriate, but since many of our school's ELLs, while not yet proficient in English according to their NYSESLAT scores, are English-dominant in their literacy skills, most of them are assessed for literacy development in English.

Our assessment work helps to inform our school's instructional plan in that our continued examination of ELL student performance serves as a dedicated study of the subgroup of ELLs in our school. We use the study of our ELLs' literacy needs to assess the efficacy of our teaching strategies in ELA and across content areas and to determine areas of intended growth for teachers. Also, we have begun to amass a group of teachers dedicated to examining ELL literacy needs through our ELL Inquiry Team and through our second year of using Achieve 3000 and have capitalized both on the professional development offered through Achieve 3000 and in our school-based four Achieve 3000 trained staff members to begin to turn-key principles of differentiated and leveled texts, multi-sensory approaches in literacy, and student-centered classroom literacy activities that can help students make gains in literacy skills.

2. Data patterns across NYSESLAT proficiency levels on the LAB-R and the NYSESLAT and grades reveal that the majority of our ELLs' scores and skill levels are higher in the listening and speaking modalities than in the reading and writing modalities. Our data also show that 39 of our 55 ELLs are LTELLs, and 21 of whom tested advanced, 17 tested intermediate, and 1 tested beginner on the most recent NYSESLAT. Thirteen of our 55 ELLs are also Special Education students.

3. Patterns across NYSESLAT modalities affect instructional decisions in that our focus on ELL literacy development is structured around improving reading and writing skill levels across our ELL population and continuing to create specific interventions this year through Achieve 3000 to work with our Special Education and LTELL groups.

Additional Information

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

Our school's middle school ELL program is supplemented by our participation in the Long-Term ELL Academic Intervention Grant written in collaboration with MS 223.

See Annual Measurable Achievement Objectives (AMAOs) attached to this paper submission of LAP.

Part VI: LAP Assurances

School Name: <u>South Bronx Preparatory Academy</u>			School DBN: <u>07X221</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ellen R. Flanagan	Principal		10/11/2011
Venus Williams	Assistant Principal		10/11/2011
Taneesha Crawford	Parent Coordinator		10/11/2011
Yuk Fung Lam	ESL Teacher		10/11/2011
Elda Ortiz	Parent		10/11/2011
Kim Large/Spanish	Teacher/Subject Area		10/11/2011
Margaret Reveron/ Special Ed.	Teacher/Subject Area		10/11/2011
N/A	Coach		
N/A	Coach		
Scott Galassi	Guidance Counselor		10/11/2011
Cristina Jimenez	Network Leader		10/11/2011
Karen D. Davis	Other <u>Related Service</u>		10/11/2011
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 07X221 **School Name:** South Bronx Preparatory

Cluster: 4 **Network:** 406

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

Part A: Needs Assessment Findings

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

We extrapolate data from the Home Language Survey (HLIS) in terms of preferred written and oral language notifications of parents. In addition, we also use different data sources from ATS that would capture the written translation and oral interpretation needs of the ELL families.

The predominant home language for our ELL population is Spanish, with 52 ELL families speaking Spanish at home. We also have one Dutch-speaking, one French-speaking, and one Fulani-speaking ELL family. Within the school staff, we have the capacity to translate and interpret both written and oral forms of communication in Spanish, French, Arabic, Cantonese and Mandarin. For the ELLs whose home languages is Dutch and Fulani as well as any other low-incident languages, we will utilize translation services from the Department of Education Office of Translation and Interpretation Services.

Staff Member	Language Translation and Interpretation Services
Kim Large	Spanish, written and oral
Margaret Reveron	Spanish, written and oral
Chaouiki Hadjahmed	French, Arabic, written and oral
Yuk Fung Lam	Cantonese, Mandarin, written and oral

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.

At South Bronx Preparatory, we conduct a general orientation for parents of ELLs and during that meeting we administer a survey that captures the written translation and oral interpretation needs. After analyzing the results of the survey, we found that the majority of our oral and written translation and interpretation needs can be handled by our current staff. We report the oral and written translation and interpretation findings to our school staff through our communication methods of a morning memo board, weekly memo from the principal, written and emailed memos, grade team meetings, individual teacher meetings and Parent Teacher Association meetings (PTA).

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.

At South Bronx Preparatory, all written translation services in Spanish, French, Arabic, Cantonese, and Mandarin are provided in-house by our school staff or parent volunteers to meet the identified ELL parent needs indicated in Part A. Additionally, we provide our ELL parents with a translated Bill of Parents Rights and Responsibilities during ELL Parent Orientations. Every Wednesday we meet as a faculty and plan around instructional goals as well as community/parent concerns that revolve around our students. We then break into departments and grade levels that specifically address student/parent needs that would bridge communication between school and home. In this way, we follow this protocol to ensure timely provision of adequate communication with parents, specifically our parents of ELLs.

Please note that South Bronx Preparatory often reaches out to community-based organizations for additional support. For languages, such as Dutch, Fulani, and other low-incident languages, we reach out to the outside vendor, Translation and Interpretation Unit, for services.

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.

At South Bronx Preparatory, all oral interpretation services in Spanish, French, Arabic, Cantonese, and Mandarin are provided in-house by our school staff or parent volunteers to meet the identified needs indicated in Part A. Every Wednesday we meet as a faculty and plan around instructional goals as well as community/parent concerns that revolve around our students. We then break into departments and grade levels that specifically address student/parent needs that would bridge oral communication between school and home. In this way, we follow this protocol to ensure timely provision of adequate, interpreted oral communication with parents, specifically our parents of ELLs.

Please note that South Bronx Preparatory often reaches out to community-based organizations for additional oral interpretation support. For

languages, such as Dutch, Fulani, and other low-incident languages, we reach out to the outside vendor, Translation and Interpretation Unit, for oral interpretation services.

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>.

South Bronx Preparatory school community ensures that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As such, the majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend/companion or relative for translation and interpretation services. We allow family members or students over the age of 18 to serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed.

In addition, our Parent Coordinator, Taneesha Crawford, ensures that there are prominent signage (e.g. interpretation notice signs) that are posted in a conspicuous location at or near the primary entrance to the school covering major languages and indicating the availability of translation and interpretation services. Our school's Assistant Principal, Venus Williams, provides safety plan procedures of the school at meetings with parents, using the language translation and interpretation services inside and outside of school, if needed.

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: South Bronx Preparatory	DBN: 07X221
Cluster Leader: 4	Network Leader: 406
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 2
of content area teachers: 5

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:

Title III programming at our school is an addition to the school-day language support and instruction that our ELLs receive through CR Part 154. We have designed after school targeted academic intervention services for ELLs after reviewing available data on our ELLs' performance geared to help our ELLs and transitional ELLs who are still receiving transition ESL services to pass City and State exams (i.e. NYS ELA, Math, Science, Social Studies, NYSESLAT and Regents exams), earn credits toward graduation in their academic courses, and to help prepare our ELLs and transitional ELLs for college readiness and success. Additionally, as our data analysis shows that 39 of our current 55 ELLs have been ELLs for six years or more and that 16 of our ELLs also have Individualized Educational Plans, we believe that our school's ELL population must be able to access academic intervention services beyond their school day in order to make necessary academic gains. Consequently, we believe that additional special education and targeted literacy services must be an integral component of this program.

Our goal is to increase the number of ELLs and transitional ELLs on track to earn Regents diplomas and scoring 3s and 4s on city and state exams. The Title III funds will provide opportunities for our high school ELLs to work toward credit accumulation and toward preparing to earn Regents credit. There are four service providers in this program. In ongoing math, science and ESL after school sessions led by bilingual staff members (Yuk Fung Lam, ESL; Rafael Abreu, science; Arelys Arenas, math; Kim Large, Spanish), high school students will have the chance to get assistance in their current course load and prepare for Regents examinations. Middle school ELLs and transitional ELLs will also utilize these after school sessions to obtain help in completing current school assignments and in preparing for city and state exams. The courses will concentrate on content support, credit accumulation through the use of the school's existing AVENTA software, test taking skills, essay writing, and practice sessions for students taking the NYSESLAT, Regents and RCT exams. Ninth- and tenth-grade ELLs will be taking Regents examinations in Integrated Algebra and Living Environment. Eleventh-grade ELLs will be taking the ELA and US History Regents exam. There are four ninth-grade ELLs (three intermediate and one advanced), six tenth-grade ELLs (four intermediate and two advanced), seven eleventh-grade ELLs (five intermediate and two advanced), and two twelfth-grade ELLs (both advanced) in this after school program. Tenth-, eleventh- and twelfth-grade ELLs who have not already passed Regents exams in Global Studies, US History, Living Environment, and Integrated Algebra will be working toward fulfilling those requirements or substituting RCTs for some of the students with IEPs. Students will also have the opportunity to make up credits and/or take any exams which they have not previously passed toward their graduation requirements.

In addition to our high school ELLs, eleven eighth-grade ELLs, five of whom at the advanced level and six

Part B: Direct Instruction Supplemental Program Information

at the intermediate level, will join the after school program in order to access additional ESL support and prepare them for the requirements of high school English, math, science and other content areas. The program offerings will reflect the needs of the students. Content area, special education, collaborative team teaching service providers and ESL teachers will use ESL methodology, graphic organizers, think-pair-share activities, jigsaw, note-taking and study skill strategies. Further, high school ELLs who are already using AVENTA, an online credit recovery program as part of a comprehensive program to support student learning in small groups, will continue through personalized credit accumulation programs. Teachers will create language objectives for ELLs to move them along the language acquisition continuum. Teachers will work on removing lexical difficulties for students through pre-reading activities, assessing comprehension during reading, and summarizing and reflecting in post-reading activities, as they work their way through higher-level content area materials. By working in groups with English proficient students, ELLs will have the opportunity to practice their language skills by discussing ideas, using four-corner activities, performing lab experiments together, solving math problems together, and so on. Small-group instruction will provide a safe, comfortable environment for ELLs to use new English structures and vocabulary as well as ask questions.

These sessions will mostly be conducted in English, but when needed, these sessions will be also conducted in Spanish to support lower-level ELLs. Another goal of the after school Title III targeted academic intervention is to increase the number of ELLs and transitional ELLs eligible for College Now courses by earning at least a 75 on the ELA and Math Regents exams. For students with IEPs who cannot pass the Regents exams, we will incorporate test prep for the RCTs, in lieu of the Regents for the local diploma. The programs meet three times a week every Tuesday, Wednesday, and Thursday from 3 p.m. to 5 p.m. for the entire school year.

There are four service providers in the after school program. The Title III programming will be overseen by the ESL teacher with New York State Certifications in ESOL (English to Speakers of Other Languages) and ELA, New York City ESL license and MA. in TESOL (Teaching English to Speakers of Other Languages) who serves as the ESL data specialist for analyzing the data and reviewing ELL student work to drive the instructional planning, as well as to review language objectives and ESL methodology.

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:

The ESL teacher has participated in QTEL training and subscribes to the philosophy and makes use of the techniques in her push-in and pull-out classes. She attends regular network and city-based ELL professional development meetings and leads school-based professional development on ELL needs,

Part C: Professional Development

interventions, data analysis and curriculum planning. She also serves as a liaison for staff members interested in building content-area knowledge and in pursuing further training in ESL methodologies. The ESL teacher helps link staff to Department of Education Office of ELL professional development opportunities as well as city-level professional development opportunities through the NYU ELL Think Tank monthly meetings, Fordham University Bronx professional development workshops and Touro College's three tuition-free graduate-level courses in Teaching English to Speakers of Other Languages (TESOL) through the Language Development in the Context of the Disciplines (LDCD). The ESL teacher will continue to turn-key strategies for other staff members through departmental and grade-level meetings. Title III participating teachers will attend QTEL Building the Base or higher-level QTEL courses depending on their previous QTEL experience. All teachers will also have the opportunity to attend learning walks within the school building and at other schools to examine best practices in ESL methodologies that teachers can bring back into our school's classrooms and Title III after school programming. All teachers are also invited to participate in an ELL Inquiry Team within the school day in a lunch-and-learn format. Additionally, our school's PAN (Practice Area Network) and ELL Inquiry Teams will assess ELL data as part of their ongoing work. The four teachers Title III team will also meet for monthly planning sessions led by the ESL teacher to study the effectiveness of the Title III programming, plan celebrations of learning, and to identify necessary interventions to increase student learning and achievement.

Professional development meetings will be overseen by the ESL teacher with NYS Certifications in ESOL and ELA, NYC ESL license and MA in TESOL who serves as the ESL data specialist for analyzing the ELL data and reviewing student work to drive the instructional planning, as well as to review language objectives and ESL methodology.

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:

Our Parent Coordinator, Taneesha Crawford, and the ESL teacher plan and conduct ELL parent engagement activities on a monthly basis that will last approximately 60 minutes each time. These activities address ways to higher academic achievement for ELLs and are additional to mandated ELL activities. Topics will include but are not limited to:

Parent Rights

Community Programs/Services (i.e. Title III Programming)

Part D: Parental Engagement Activities

How Our School Works

Teacher/School Expectations

City and State Exams, NYSESLAT, Regents, RCT Exams

ELL Students Academic Progress Reports

Also, we will host a Cultural Exchange Night, which is a school-wide event that includes music, food, and the like, of some of the countries represented in our school. We may also identify a few ELL parents to serve as guest speakers to share stories of their homeland and culture.

We notify ELL parents of these activities by making phone calls to home, informing ELL students, mailing letters home, and making announcements on the school's website. The parent activities described here are at no cost to Title III funds.

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)		

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.
Travel		
Other		
TOTAL		