



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WEST BRONX ACADEMY FOR THE FUTURE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X243

PRINCIPAL: WILPER MORALES EMAIL: WMORALE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: TBD

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Wilper Morales	*Principal or Designee	
Meghan Maxwell	*UFT Chapter Leader or Designee	
Tameka Saxon	*PA/PTA President or Designated Co-President	
Gladys Alvarez	DC 37 Representative, if applicable	
George Kyere	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
New Visions for Public Schools	CBO Representative, if applicable	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June, 2012 100% of students in attendance will have engaged in at minimum one Performance Task in literacy that results in an argumentative essay and at minimum one Performance Task in math that results in a modeling activity.

- Assistant Principals and/or lead teachers will meet with the teachers as they engage in the creation of the units, monitor progress and provide written feedback to the Principal as often as needed.
- The argument essays and math modeling activities will become part of the student's academic grades.
Teacher Observation of the lessons aligned with the identified units will be recorded and filed.

Comprehensive needs assessment

- To fulfill the mandates of the DOE, NY State and Nationwide expectations around the Common Core Learning Standards.

Instructional strategies/activities

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

- *September 2011*
 - *Share the DOE expectation with staff during professional development sessions*
 - *Identify the liaisons that will attend year-long PD around the CCLS provided by New Visions*
 - *All staff will administer baseline assessments in literacy and math*
 - *Develop scheduled time for staff to meet in small groups with the liaison to further deepen their knowledge of CCLS*
- *October 2011 - November 2011*
 - *Presentation from liaisons on CCLS*
 - *Target dates when units will be reviewed and developed during the school year*
 - *Establish timeline for units to be taught*
 - *Provide time for teachers to modify already existing units and/or time to create CCLS units*
 - *Provide time for teachers to observe one another*
 - *Provide time for teachers to score the essays and modeling activities based upon either existing or created rubrics*
 - *Document the scoring of the essays and math modeling work*
- *December 2011 – January 2012*
 - *Teachers teach unit and make adjustments as needed*
 - *Assistant Principals and principal meet with selected teachers to highlight strengths and weaknesses observed during the lesson*
- *February 2012 – May 2012*
 - *Teachers will begin to align other units to CCLS*
 - *Teachers will begin to develop a list of resources needed by content area*

Teachers and Assistant Principal will develop plan for ASCD conference

Strategies to increase parental involvement

- In February and April, school will hold parent workshops facilitated by our common core consultant from New Visions and the lead teachers. Workshop will highlight the main changes and focus of the common core learning standards, explain how state exams will be changing beginning in 2014, and offer parents strategies for engaging students in standards aligned with common core.

Strategies for attracting Highly Qualified Teachers (HQT)

- HQT will want to work in an environment where common core standards are placed at the forefront of the curriculum as classrooms utilize best practice and increase rigor as outlined in the CCLS.

Service and program coordination

- The school will provide training and information to teachers on how to partner with outside programs and organizations in order to more fully engage students and improve students behavior in the classroom.
- 21st Century and New Vision Network

Budget and resources alignment

- Utilize Title 1 funding to pay for coverages while staff receives professional development training. Funds will also cover the cost of professional development facilitators and related materials.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- To provide professional development around teacher practice through the utilization of the Danielson Model of Teacher Effectiveness.
- By June 2012, 100% of teachers will have had at minimum 6 mini-observations and 2 formal observations following the Danielson Model of Teacher Effectiveness.

Comprehensive needs assessment

- To fulfill the mandates of the DOE expectation around teacher practice through the utilization of the Danielson Model of Teacher Effectiveness.

Instructional strategies/activities

- *September 2011*
 - *Share the DOE expectation with staff during professional development sessions*
 - *Identify the liaisons that will attend year-long PD around the CCLS provided by New Visions*
 - *All staff will administer baseline assessments in literacy and math*
 - *Develop scheduled time for staff to meet in small groups with the liaison to further deepen their knowledge of CCLS*

- *October 2011 - November 2011*
 - *Presentation from liaisons on CCLS*
 - *Target dates when units will be reviewed and developed during the school year*
 - *Establish timeline for units to be taught*
 - *Provide time for teachers to modify already existing units and/or time to create CCLS units*
 - *Provide time for teachers to observe one another*
 - *Provide time for teachers to score the essays and modeling activities based upon either existing or created rubrics*
 - *Document the scoring of the essays and math modeling work*

- *December 2011 – January 2012*
 - *Teachers teach unit and make adjustments as needed*
 - *Assistant Principals and principal meet with selected teachers to highlight strengths and weaknesses observed during the lesson*

- *February 2012 – May 2012*
 - *Teachers will begin to align other units to CCLS*
 - *Teachers will begin to develop a list of resources needed by content area*
 - *Teachers and Assistant Principal will develop plan for ASCD conference*

Strategies to increase parental involvement

Education research shows a positive correlation between effective parental involvement and student achievement. Our overall goal is to strengthen the connections and ensure effective involvement of parents in our school.

- Teachers will keep track of student's progress using Skedula; both students and parents will be aware of which assignments have been completed and which are still outstanding.
- Teachers will provide materials and training to help parents work with their children to improve their achievement level.
- The teacher will keep parents informed about the structure, objectives and requirements of the class. |

- The parents will be provided with each course syllabus at the beginning of the year/semester. The school will send written information home about the academic and social progress of their children. In addition, on back-to-school night, teachers will touch base with parents about the goals for the year, curriculum, and class procedures. Parents will engage in an instructional activity during back-to-school night to help them understand some of the instructional strategies that will be used in their child's classroom. This will allow parents to gain a better understanding of the instructional program.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will create common planning time where teachers will plan thematic units or coordinate the learning experiences for all students including those with special needs.
- The school will create a bridge where teachers can be directly involved in developing their pedagogy through the Danielson Model.
- The school will provide professional development opportunities for teachers, paraprofessionals and other staff within the Danielson framework.
- The school will facilitate professional development or conferences to develop lead teachers, Data-specialist or content specialist.
- We will create a safe, supportive and effective learning community for students and teachers, and a welcoming respectful environment for parents and guardians.

Service and program coordination

- The school will provide training and information to teachers on how to partner with outside programs and organizations in order to more fully engage students and improve students behavior in the classroom.
- 21st Century and New Vision Network

Budget and resources alignment

- Assistant Principals in charge of academics
- Professional Development (10% Title I)
- Per-diem/per-session for After-school or Professional Development
- Title III funding to support ELL's in an after-school program

- New Vision support for:
 - Administration
 - Cabinet
 - Curriculum
 - Guidance and parental support
 - Skedula and pupil path

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

- To Increase the high school graduation rate from 59% to 62%

Comprehensive needs assessment

In 2011 WBAF graduated 59% of the 2011 Cohort)

Due to the change in graduation requirements for the 2012 Cohort (all five regents' examinations must have a grade of 65 or higher) the need to close the graduation rate gap between WBAF and its PEER schools must be reduced. Currently, WBAF's graduation rate is 6% less than its peer group. WBAF intends to decrease the gap by 3% with the graduation rate of the 2012 Cohort.

Instructional strategies/activities

- Teacher common periods are used to monitor student achievement and to create interventions to support the at risk students.
- The school's attendance team closely monitors the senior attendance and offers orientation sessions to those students at risk of dropping out. The data team can use the data to identify, intervene and redirect at-risk students.
- STAR, ATS, and ARIS will be used regularly
- Report cards
- Interim Assessments
- Predictive exams
- Mock Regents
- Staff Intervention Logs from administrative and educational consultants
- Student interventions logs from Guidance Counselors, teachers, and tutors
- Attendance Reports
- DATACATION
- Student sign-in and sign-out logs

Strategies to increase parental involvement

- Attendance team will continue to make regular contact with parents/guardians of truants.

Strategies for attracting Highly Qualified Teachers (HQT)

- As the school narrows the graduation rate gap highly qualified teachers will stay at WBAF and seek employment at WBAF.

Service and program coordination

- The school will provide training and information to teachers on how to partner with outside programs and organizations in order to more fully engage students and improve students behavior in the classroom.
- 21st Century and New Vision Network

Budget and resources alignment

- Using Student Fair Funding and Title 1 funding the school has restructured itself to provide individualized support to each of the students in the 2012 Cohort.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To increase the number of students who earn at least 10 credits in 3rd year (Cohort 2013)

- By June 2012 there will be a minimum increase of 3% in the number of students in Cohort 2014 who earned at least 10 credits in 3rd year of high school from 57.7% to 60.7%

Comprehensive needs assessment

- According to our 2010-2011 Progress Report only 57.7% of students at WBA earned 10 credits in the 3rd year of high school, versus 66.1% of 3rd year students in our peer group and 69.7% citywide.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - The assistant principal, data specialist and team leader will analyze marking period scholarship data using datacation at the end of each marking period.
 - Failing students will be enrolled in a once a week “Academic Probation” program during their lunch period with teachers, their guidance counselor, and their assistant principal to help monitor their progress.
 - Team meetings will focus on student outcomes.
 - Teams will develop strategies and implement data-driven instruction.
 - The Assistant Principal in-charge of this cohort will assist teachers in aligning assessments to the NYS Regents Examination.

Strategies to increase parental involvement

- We will include parents in this process through:
 - Parent letters each marking period informing them of their student’s academic probation and attendance
 - Report cards mailed home
 - Regular phone calls

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will receive professional development on the following areas:
 - data analysis,
 - curriculum writing
 - creation of assessments

- differentiation of instruction (conferencing)
- collection of materials that support instruction
- graphic organizers.

Service and program coordination

- We are collaborating with the Career Visions program through Lehman College to offer programs to help students improve their study skills and prepare for success in their Regents-based courses.

Budget and resources alignment

- Using Fair Student Funding and Title I funding the school will assist teachers in aligning curriculum to NYS Core Standards. The school has also developed remedial and preparatory courses to assist students at-risk.

ANNUAL GOAL #5 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 #5

By June 2012, there will be an increase of 5% in the number of students in 8th grade who take and pass the Integrated Algebra Regents with a 65 or higher from 23% to 28%.

Comprehensive needs assessment

- To ensure that students leave the ninth grade on track to graduate (>11 credits and two Regents examinations) we have formulated this goal to allow students to enter high school with credits already on their transcript. Many of the students in our school are unaware of the adjustment that high school requires and so we saw a need to lessen some of the stress in their first year of high school to allow them time to make this adjustment.

Instructional strategies/activities

Using Student Fair Funding and Title 1 funding the school has restructured to have teachers teach an additional math problem solving class. Through weekly grade case conferences teachers monitor students' progress, or lack of it, and plan for interventions. Individualized student goals have been instituted as a measure of monitoring student progress. The school has planned a series of professional development sessions to address differentiated instruction and data-driven instruction. The school will also offer Integrated Algebra Regents Prep classes to at-risk students as well as tutorial services after school and on Saturdays. The school will purchase PLATO and Castle Learning as an interactive intervention for students to individually prepare for the exam.

Throughout the year, student progress will be tracked by the math teachers and the students themselves using Datacation (Skedula). This will assure that students who are at risk can be targeted for intervention at a more immediate time point. Furthermore, students will be aware if they are not yet at their individual goals and be able to take independent action. The data team will be able to support the math teachers in their analyses of the student grades.

Student progress and understanding can also be tracked and analyzed, standard by standard, by assigning and evaluating student capability to answer past Regents questions. This can be done using PLATO and Castle Learning as an interactive indicator. Again, this will allow for an immediate intervention.

At the end of each quarter of the school year, teachers will also use Mock Regents exams as a predictor for their students' end of the year score. Students that are not on track to achieve a passing grade in June can be targeted.

The hope is that the utilization and synthesis of these instruments will allow for an increase at the end of each quarter of 8th grade students who are on track to pass the Integrated Algebra Regents in June 2012.

Strategies to increase parental involvement

Parents are provided with the information that their student will be taking Regents exams and earning high school credits at the beginning of the year school open house. Students and parents are able to ask questions and bring up concerns about the process during this meeting. Further follow up takes place at the Parent Teacher Conferences.

Parents are also provided with a login to PupilPath, the student/parent version of Skedula. This allows parents to track their children's progress and inquire about grades that may not be satisfactory, or congratulate their children's good progress. This has been, and will continue to be, a topic during Parent Workshops and Community Nights.

Furthermore, all eighth grade Regents teachers provide a syllabus (or course summary) at the beginning of the year that allows students and parents to plan for upcoming events, but also provides parents a way to contact the teachers during the school year. Students and parents are required to sign a "Syllabus Contract" and this is kept on file for the whole year.

As the time for the exams approaches, posters of the Regents dates and times are placed around the school. Students are also provided with the schedule to keep with them during the exam week.

The school plans to make contact with every student on the night prior to a Regents exam using "School Messenger" as a reminder to students and parents about their test the next day so they can be on time.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers that are instructing eighth graders in Regents level classes will be provided with support and professional development, when necessary, to ensure they know the scope and sequence and what is expected of their students. All teachers collaborate and review the rubric of the test prior to scoring it to ensure the test is graded fairly and in a similar manner, teacher to teacher.

Service and program coordination

- Teachers from the eighth and ninth grade academies participate in afterschool enrichment and tutoring sessions that seek to provided a more firm understanding of concepts that are covered in the school day. Students are not only provided with the help they need for in class assignments, but also that they have a more rich understanding of the topics from class. The funds to supplement the teachers are provided by our 21st Century Grant.

Budget and resources alignment

- Assistant Principals in charge of academics
- Professional Development (10% Title I)
- Per-diem/per-session for After-school or Professional Development
- Title II funding to support ELL's in an after-school program
- New Vision support for:
 - Administration

- Cabinet
- Curriculum
- Guidance and parental support
- Skedula and pupil path

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	59	40	15			1	10	
7	62	33	17	24			10	
8	60	46	33	21			14	
9	146	135	56	35			22	
10	60	45	32				5	
11	25	18	35	46			5	
12	25	19	24	58			8	

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	Write to Learn – during school – full class Plato Learning – after and during school – small group Castle Learning – after and during school – small group Flocabulary – during school – full class
Mathematics	Plato Learning – after and during school – small group Castle Learning – after and during school – small group
Science	Plato Learning – after and during school – small group Castle Learning – after and during school – small group
Social Studies	Plato Learning – after and during school – small group Castle Learning – after and during school – small group
At-risk Services provided by the Guidance Counselor	Individual and Group counseling – during school
At-risk Services provided by the School Psychologist	Individual and Group counseling – during school
At-risk Services provided by the Social Worker	Individual and Group counseling – during school
At-risk Health-related Services	Adaptive Physical Education Montefiore Health Clinic

**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)

Vision: Parents at WBAF play an evolving role in the growth and development of their children. Parents are responsible for the health and attendance of their children. Just as importantly parents are responsible to help the community in the character development of their children. Character is the students ability to make and execute decisions that are good and responsible for themselves and their community.

Our school is committed to providing parents with a welcoming environment where they can visit and assist the school with their children's education. The school is furthermore committed to helping our parents develop their own abilities and skills as parents using workshops and small group meetings.

Our school encourages families:

- To join our parent organizations at the school
- To visit the school and speak openly with teachers and administrators
- To use our technology assistance for keeping track of the student's progress

To be fully family-friendly, our school will provide:

- A welcoming environment
- A parent coordinator who is available to parents at times that
- To assist their children at home with homework
- Are convenient to them, not just when the school is open
- Teachers that look forward to meeting with parents and are committed to keeping their online grade books current
- A cheerful and welcoming office staff that is committed to serving our parents.
- Programs and activities to engage families in improving student achievement
- Current student work is displayed throughout the building, so that visitors can understand the purpose of the work and the high standards it is to meet.
- Programs and activities that include parents such as regular assemblies, talent shows and dramatic performances
- Regular and valuable PTA and SLT meetings.
- Workshops that are designed to meet the needs of parents including technology learning opportunities .
- Strong relationships between teachers and families

- The school is working to complete our “over the counter”
- A parent coordinator helps teachers connect to families and bridge barriers of language and culture.
- An intake process so that new students that come in late are welcomed into the school.
- Teachers reach out regularly to parents to inform them of their student’s successes and challenges.
- Opportunities for families to develop their skills, self-confidence and contacts
- School committees and the PTA/PTO reflect the diversity of the school community and actively recruit and welcome families from all backgrounds.
- The school is open and accessible – it is easy for parents to meet with the principal, talk to teachers and counselors, and bring up issues and concerns.
- Parents work with teachers on inquiry teams to develop action research – survey other families, observe in classrooms, review materials, and visit other schools and programs.
- Professional development for families and staff on how to work together productively
- Families learn how the school system works and how to be effective advocates for their children.
- Teachers learn about successful approaches to working with families that are in poverty.
- Families and staff can learn together how to collaborate to improve student achievement.
- The school reaches out to identify and draw in local community resources that can assist staff and families including Fordham University.
- This policy was developed by a group of parents, teachers, support staff, and community members and is reviewed and updated annually with each new CEP.

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is strongly recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

West Bronx Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. West Bronx Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: All correspondence, meetings and discussions will take place in the parents’ native language; welcome and encourage parents to attend meetings; keeping

parents informed through parent meetings, school messenger, back pack flyers and telephone calls made by the school support and the parent coordinator; schedule meetings during the day and in the evening; inform parents of issues related to curriculum, safety, student achievement, performance standards, student discipline code, promotion criteria.

2. West Bronx Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Actively involve parents in decision making through their representation on the West Bronx Academy SLT. Conduct regularly scheduled meetings between the PA President, Parent Coordinator and Principal. Disseminate information to parents through written correspondence.
3. West Bronx Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Translation will be provided for all school correspondence and at all meetings; telephone calls will be translated into Spanish using School Messenger.
4. West Bronx Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A parent survey will be conducted at the end of each year to determine parent interests and concerns and to determine if communication was effective to keep parents informed.
5. West Bronx Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental

involvement, by: (List activities.)

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Gear-UP and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: providing monthly parent workshops during after school. Topics will be selected based on parent interest as discussed at PA meetings, Parent Teacher Conferences and observed student needs.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All correspondence and telephone calls will be conducted in the parent's native language; vital correspondence such as PID letters will be given to the student and mailed to the student's home.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; or paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses,

- including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team. This policy was adopted by the West Bronx Academy on May 15, 2008 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children.

School Responsibilities

West Bronx Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Use data to inform instruction and make sound professional judgment, provide ongoing professional development to ensure that teachers are using best practices, provide intervention programs for child in need, provide enrichment programs to address student interests, following part 100 of the state educational requirements, review and revise plans based on student data.
2. Hold parent-teacher conferences in November and March during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress. Report cards will be distributed four times each semester, for a total of eight times during the year.
4. Pupilpath will be available to all parents and students for parents to be able to check their child's progress on a daily basis using the internet from any location.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents on a daily basis during teacher preparation periods. Parent may also make appointments to meet after school.
6. Provide parents opportunities to participate in learning walks to observe classroom activities
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
10. Provide information to parents of participating students in an understandable

and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and contact school when child is absent.
- Making sure that homework is completed.
- Discuss with my child in a positive manner about school.
- Provide the school with accurate and current information about my child. o Monitoring amount of television their children watch. o Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attend monthly parent workshops and monthly Parent Association meetings
- Provide school with accurate contact phone numbers by completing and updating the Emergency Home Contact form.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Come to school every day wearing appropriate attire and with school supplies, not toys or electronic games.
- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Resolve differences with others by talking and without recourse to violence and treat others with respect.
- Give my undivided attention to my teachers and school work.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10x243 **School Name:** West Bronx Academy for the Future

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The specific academic issues that caused our school to be identified as in need of improvement were our Middle School ELA progress and performance. This past year, we added an additional collaborative team teaching class to our 6th and 7th grade and therefore, overall, our students did not performed as expected. Approximately, 26% of our students achieved or exceeded proficiency in English Language Arts.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The intervention plan to support improved achievement in English Language Arts will consist of supplemental educational education services for grades 6-8 after-school and a Saturday Academy. English Language Arts teachers will receive professional development to all ELA teachers in the common core standards and differentiated instruction. We will develop structures to support the data analysis of formal, informal, and interim assessments.

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.

This year, the funding was used to hire an instructional assistant principal of Mathematics. Next year, the funding will be used to provide external professional development for teachers in addition to utilizing the services of Teaching Matters for their curriculum and staff development.

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

All of our new English Language Arts teachers will be mentored twice a week by one of their colleagues. In addition, they will receive services from a Teaching Matters Consultant twice a month.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified via mailings and monthly meetings.

**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 Debra Maldonado	District 10	Borough Bronx	School Number 243
School Name West Bronx Academy for the Future			

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

Principal Wilper Morales	Assistant Principal Elizabeth Herbert-Wasson
Coach type here	Coach type here
ESL Teacher Catalina Chavez	Guidance Counselor Reyna Familia
Teacher/Subject Area Emily Carroll/Math	Parent Tamika Saxon
Teacher/Subject Area Bridget Pavelchak/History	Parent Coordinator Gladys Alvarez
Related Service Provider Gary Grover	Other
Network Leader Barbara Gambino	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
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	637	Total Number of ELLs	82	ELLs as share of total student population (%)	12.87%
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Part II: ELL Identification Process

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

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

1a. When a new student is enrolling at our school the Pupil Personnel secretary determines if the student has previously been enrolled in a NYC Department of Education school. If they have not been enrolled in a DOE school previously then the student and their family are sent to the an ESL teacher or guidance counselor who screens the student. If the student's home language is not English, she conducts an informal interview in the student's native language and in English and then administers the HLIS. Two of our three guidance counselors, speak Spanish and could translate if need be, but if translation services other than Spanish are needed then the guidance counselor calls the appropriate number for an over the phone translation. After the HLIS takes place, the ESL teacher or guidance counselor determines if the student qualifies for a LAB-R test, if so, the ESL teacher then administers the test. The Spanish LAB is administered to the students who arrive from Spanish speaking countries who have not been previously tested or identified as ELLs, to determine their native language proficiency. The results are used for planning personalized lessons tailored to their specific needs.

1b. Our two ESL teachers conduct the initial screening, administer the HLIS, and the LAB-R. They are Ms. Catalina Chavez- ESL Teacher and Ms. Sandra Kopple- ESL Teacher. Ms. Familia or Ms. Caba, the guidance counselors also can screen and administer the HLIS, they have been trained by the ESL teacher prior to administering the HLIS.

1c. In the beginning of the school year the ESL pedagogos use ATS reports to retrieve the list of students who are eligible to take the NYSESLAT. For instance, we use the RLER to obtain a list of eligible students, and the RNMR to view the scores from previous years, and finally we use the RMSR to view the students' exam history. In addition, the ESL pedagogos create a master list of all students identified as ELLs, this list is updated and revised every 15-30 days. For incoming students, we use the LAB scores to determine eligibility for the NYSESLAT. We also use data from the RNMR that gives us students' scores for the four componets, speaking, listening, reading, and writing. We determine what each student needs are and what area they help in the most. These results help drive our instruction. For example, most of our students need help in reading and writing, but occasionally we have some who need help in the listening part of the NYSELAT, therefore we have several listening activities in our instruction to help them gain the necessary skills for such sections.

2. Once the students have completed their LAB-R test and, or the Spanish LAB and their initial levels have been determined the parent is invited back to the school by the ESL teacher. The program placement then takes place. They meet with the ESL teacher or guidance counselor who shows them the program selection video. The parent then fills out the Parent Survey. Afterwards, parents are informed and educated about the Free Standing ELL program we offer at our school, and the other programs offered through the DOE and explains that if the parent would like a program not offered in our school, such as Dual Language or Transitional Bilingual Education, we can offer it in the future once the numbers are sufficient to begin such program. Ultimately, the parent is the one who selects the program after the information is presented, he or she fills out the program selection form and is filed in order to keep track of the demand of the other programs. If the parent wants their son or daughter to stay in our school, the parents are ensured that their son or daughter will receive the ESL services our school offeres both orally and in writing with the letter of eligibility.

3. The entitlement letters, program selection, and parent survey are given on a one-to one basis by the ESL teacher or guidance counselor who at the moment collects the paperwork from the parents. In the event that the parent survey and program selections are mailed out, the Parent Coordinator is in constant contact with the parent to ensure that they return it as soon as possible to the school. We also explain to the parent that failure to return the letter will result in their student being placed in a Bilingual Education program.

4. Students are identified as ELLs through the HLIS and the LAB-R. Since our school only offers a free-standing ESL program, the parents receive a letter of entitlement explaining that although we might not offer a program selected by them, we will make every effort to honor their parent choice by keeping track of program selection forms. The program selection forms are filed by the ELL Coordinator; the information gathered will help us create a program that us aligned to the parent’s needs. The parents are informed in the entitlement letters that their child can be transferred to another school within the district if we do not have such program, if the parent decides to keep the student in our school, he or she then receives the mandated number of minutes programmed into their schedule by their guidance counselors. Within their ESL classes they are grouped by levels: beginners, intermediate, and advance. All communication sent to parents are distributed both in English, Spanish, and in other languages, such as: Bengali , French and Arabic.

5. In reviewing our records and in speaking with our Parent Coordinator, we have found that parents of Hispanic students tend to initially seek out TBE or Dual Language models for their children and the parents of students that speak languages other than Spanish focus their attention on our Free Standing ESL Program. Thus far, four parents over the past four years have elected a program other than Free Standing ESL. Although we only offer a Free Standing ESL model, the benefits of being in a small school allow us to provide our students with a norturing admosphere and develop individualize lessons tailored to their needs. The parents recognize this as being extremely positive and as previously mentioned, the ELL Coordinator keeps program selection forms to monitor trends in parent request so that we can create programs that are responsive to parent’s choice.

6. Our school complies with parent requests. Based on our data, our Freestanding ESL program is requested due to the benefits of being in a small school, as mentioned before, it allows us to provide our students with a norturing admosphere and develop individualize lessons tailored to their needs. The parents recognize this as being extremely positive, and again, the ELL Coordinator keeps program selection forms to monitor trends in parent request so that we can create programs that are responsive to parent’s choice. In addition, our school offers parent orientation meetings that are scheduled periodically through our PTA to ensure parents are maintained informed about their rights.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 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 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							6	14	8	26	9	3	2	68
Push-In							2	2	2	5	2	0	1	14
Total	0	0	0	0	0	0	8	16	10	31	11	3	3	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	14
SIFE	10	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	40

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	22	3	0	20	3	2	40	4	11	82
Total	22	3	0	20	3	2	40	4	11	82

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							7	15	11	25	9	3	3	73
Chinese														0
Russian														0
Bengali										2				2
Urdu														0
Arabic								1		1				2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1			2	1			4
TOTAL	0	0	0	0	0	0	8	16	11	31	10	3	3	82

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

a. Our school uses Push-In and Pull-out models of instruction.

b. Our school pull-out models are 45 minute teaching blocks in which the students receive English acquisition instruction carefully allied with the ELA standards of instruction. Students have other content area subjects throughout the day in their daily schedules. The pull-out model is implemented in groups that are ungraded, and heterogeneous. The push-in model is implemented in groups that are grouped by homogeneous proficiency levels.

A. Programming and Scheduling Information

2.

a. As a middle/high school we have a report of all the ELLs and the mandated number of minutes that each student needs. Both ESL teachers see the students either in a pull-out model once or twice a day depending on their level and at least once a day in a push-in model. For example, a high school new comer has two periods in a pull-out model, that are composed of 45 minute teaching blocks, as mentioned before (see 1a) and one period in a push-in model this not only meets the mandated minutes, but exceed them, to ensure that the student succeeds.

b. All ELLs have ESL, and ELA. Beginner and Intermediate ELLs in middle school received 360 minutes, Advance ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction as required under CR Part 154. High school ELLs who are beginners receive 540 minutes of ESL instruction, Intermediate ELLs receive 360 minutes, and Advance receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

3. In the pull out model, one of the ESL teachers is dual certified in ESL and ELA and thus teaches the students both language acquisition and the content that needs to be acquired to pass the NY State English Regents. The other ESL teacher focuses her instruction on teaching English throughout the content areas by meeting with content area teachers during a common planning period and selecting listening activities, reading, and writing activities that will support them. English grammar, content specific vocabulary, and essay writing are primary focuses. In the push in model, the ESL teacher meets with the content area teacher to discuss units of studies, and how to help the students in small groups to acquired the knowledge by scaffolding, using the student's native language with bilingual glossaries, bilingual dictionaries, and native language dictionaries. The ELA teachers

4. We ensure that our ELLs are appropriately evaluated in their native language by making sure whether or not they are proficient in their native language to begin with. Some ELLs that come from Spanish speaking countries, for example, might not be able to read or write in Spanish. Our foreign language teachers, who teach Spanish and French, deliver native language support in our school and are able to assess them as well as one of our ESL teachers. Students are assessed in their ability to speak, read, and write in their native language. This is helpful later on in determining whether a student does not understand a particular lesson because of language or content. Additionally, we offer classes in native language arts in Spanish. All Spanish speaking ELLs are given the Spanish Lab.

5. Differentiation

a. SIFE students are integrated into the demands of academic learning by receiving extra help from content area teacher and ESL teachers during class, after school, and on the previous years a Saturday Academy program. They are taught through visuals, charts, and venn diagrams. They are allowed extra time to process their thoughts and put it in writing. In addition, tutoring is available during the week if they still need help in other academic subjects.

b. New Comer ESL students are encouraged to build on their native language while receiving ESL instruction. How to use cognates and figure out what something means, reading comprehension strategies, and test taking strategies, such as process of elimination have been useful thus far in preparation for the ELA.

c. Our ELL's receiving 4 – 6 years are divided into three categories. Students that are SIFE, students that are Special Education and students that have not received enough instruction to pass the NYSESLAT exam. Students are constantly encouraged to work on study skills and reading comprehension strategies. For the the students that are still struggling with the listening and speaking portion of the test, extra assistance and testing are provided. We differentiatie our instruction by providing more writing and reading strategies across the content areas. We use writing frames as scaffolding, teaching strategic reading comprehension skills, teaching test taking skills, and creating graphic organizers and flow charts to help the ELLs gather their taughts before writing.

d. Invariably our long term ELL's are struggling with reading comprehension and writing, most have attained a level of fluency in their speaking. For this population we work in conjunction with the literacy teachers on developing strategies for the student. The students are followed more closely; they are tracked through Datacation, and are given extra support. For our long term ELLs we use the CALLA approach (Cognitive Academic Language Learning Approach) across the content areas. This helps them Increase motivation for academic learning and confidence in their ability to be successful in school, by evaluating their own learning and planning how to become more

A. Programming and Scheduling Information

effective and independent learners.

6. Our ELL's with special needs are serviced in conjunction with our Learning Academy. Instructors between the ELL and Special Education Learning Academy meet regularly to review student progress and set new goals for each student as well as identify necessary supports. In addition, the program manager, ELL Coordinator, and Special Education Teacher review their IEPs to ensure proper placement. Our school has common planning time in order to make sure co-teaching between CTT teachers, content area teachers, and ESL teachers is successful. We plan together to differentiate and group the students based on needs. We are using the program Write to Learn to help

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%	100%		
75%	75%		
50%	50%		
25%	25%		
	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
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.

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. Our ELL students get targeted intervention in ELA through the Write to Learn program, which gives students an opportunity to improve their reading level using a computer adaptive program that selects readings at the appropriate grade level. The program gives them the diagnostics of what has to be improved instantaneously. Our ELL students receive additional instruction in math at the High School level through Plato learning software. Plato learning comes with advanced vocabulary assistance and enables students to work at their own pace. In middle school after school help is available for math. In our Social Studies classes our teachers provide our ELLs with vocabulary notebooks that are graphic, that contain the terms and illustrations, as well as teacher created workbooks to aid in understanding of the curriculum. A great focus on visuals and graphic organizers are put in place to ensure the grasp of the content. In our Science classes students use vocabulary picture cards, along with the usage of videos to implement lessons, hands on lab work, and an annual Science Fair, in which all of our students, including ELLs participate in.

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10. We are considering implementing a History enrichment program for ELL students as their results on the state exams continues to lag behind all other tests including ELA. The students also have a Regents Prep courses in their daily schedule if they have failed them before.

11. At present we have no intention of discontinuing any of our current services, to the contrary we have been looking for additional ways to support the ELLs in our school. Such as offering more regents preps, teaching them cognitive skills that are demanded in academic contexts.

12a. ELL students are encouraged to join after school activities. When students enroll we emphasize to parents the importance of being an active member of the school community. Students that stay after school and work with one of our 16 different programs tend to do better academically. It is especially important for ELL students to associate with students who are not ELL's for social and language acquisition.

b. Our ELLs receive after school support throughout the content areas, as well as our ESL program through Career Visions. The rationale behind such program is for the students to continue receiving ESL support afterschool and do well academically. The ESL program meets Thursdays afterschool from 3:30-5:30.

13. As a technology school we rely on Smart Boards, portable language labs, laptop computers, and video cameras to assist in instruction for all students. Our SIFE students and New Comers benefit greatly from our portable language labs that can be used to increase listening skills as well as reading skills with programs such as Read 180. Our 4-6 year ELLs and our Long Term ELLs are given more of an opportunity to work with our laptop computers to use special programs we have in place to increase their learning, such as Write to Learn and Teaching Matters.

b. The ELA teachers use Kaplan Advantage to support the ELLs and prepare them for the NY State ELA exam. They also use ELA Coach books, and Zoom-In Workbooks. They also use ELA Coach books, and Zoom-In Workbooks. For the beginners special emphasis is put on helping them learn to read with the Wilson's Reading System. In our native language art class, given by the Spanish department, the ELLs

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

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)?

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.

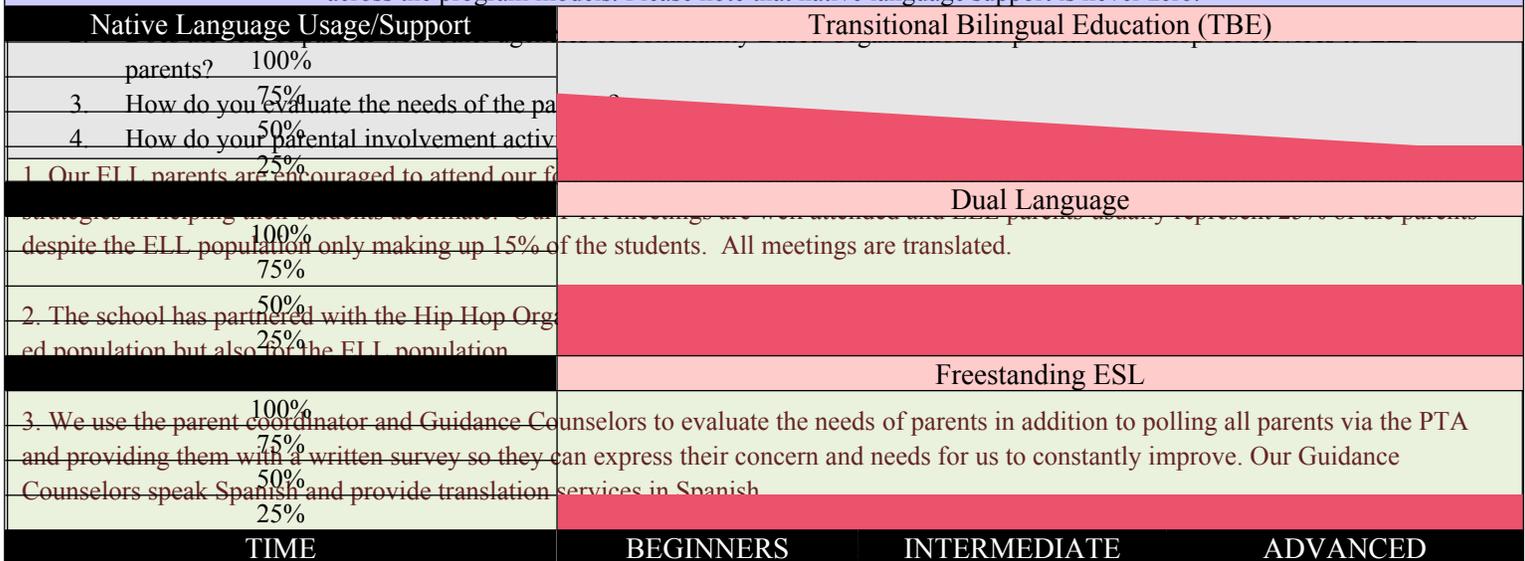
1. All of our teachers and guidance counselors receive ELL professional development sessions during the course of the year. Our PD sessions focus on the implementation of ELL/ESL strategies that are used to increase achievement in the four components of language: listening, speaking, reading and writing. In addition, our school has provided our teachers and faculty, including, para-professionals, psychologists, therapist, and Parent Coordinators, with the opportunity to attend weekend training sessions through Pearson's Sheltered Instruction Observation Protocol (SIOP). All Teachers are also encouraged to attend outside training provided by the Department of Education and the UFT. Two of our teachers have taken courses or are working on their ESL extension. Our ELL Coordinator is also available to train and as well as turn key information obtained from PD sessions, best practices, and the rules that govern ELLs. We have the PD sessions scheduled for November 8, 2011 and June 7, 2012.

2. As a 6 – 12 school, the ELL Coordinator trains and aids the guidance counselors, parent coordinator, and other staff who closely work with ELLs with important information regarding the placement of ELLs. These include information, such as, NYSESLAT levels, formative and summative student data, and teacher anecdotes that will facilitate placement and transition from year to year.

3. ELL training for all of our staff will be ongoing to make them aware of what different types of differentiations can be presented in order for ELL students to understand the content. We will send out our ELL Coordinator so she can present us with new insight, as well as obtain training from New Visions on addressing the needs of ELLs. Some of the topics presented during training sessions are the implementation of ESL strategies, scaffolding and differentiation of units studies and lessons. In order to determine who has obtained training and completed the 7.5 mandated hrs, the ELL Coordinator will provide the school administrator with a signature sheet that will be maintained on file in the main office and the ELL Coordinator's records.

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. Our ELL parents are encouraged to attend our four ELL parent meeting evenings where we discuss the program and give the parents strategies in helping their students acclimate. Our PTA meetings are well attended and ELL parents usually represent 25% of the parents despite the ELL population only making up 15% of the students. All meetings are translated.

2. The school has partnered with the Hip Hop Organization to help out the parents understand youth development not only for the general population but also for the ELL population.

3. We use the parent coordinator and Guidance Counselors to evaluate the needs of parents in addition to polling all parents via the PTA and providing them with a written survey so they can express their concern and needs for us to constantly improve. Our Guidance Counselors speak Spanish and provide translation services in Spanish.

4. Most of our parents seem to struggle with three main issues. First, they are interested in learning the language. Secondly, the parents are worried about helping their students academically. All parents have access to our online grading system so that they can manage the student's grades. We have regular meetings to demonstrate how to use the system. Third, the parents are worried about their child's assimilation into the new country. We host multicultural evenings and host parent strategy sessions to assist parents. Also, every second Tuesday of every month we have School Community Night in which we also teach about understanding the ESL Assessments and using the online resources such as Datacatation.

B. Programming and Scheduling Information--Continued

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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.

Although, our school pull-out models are 45 minute teaching blocks in which the students receive English language acquisition we would like to state that it is carefully alied with the ELA standards of instruction. Students have other content area subjects throughout the day in their daily schedules. The pull-out model is implemented in groups that are ungraded, and heterogeneous. This is the primary way of instruction since the students are in high school schedule format, in a nine period day.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. All of our teachers and guidance counselors receive ELL professional development sessions during the course of the year. Our PD sessions focus on the implentation of ELL/ESL strategies that are used to increase achievement in the four components of language: listening, speaking, reading and writing. In addition, our school has provided our teachers and faculty, including, para-professionals, psychologiist, therapist, and Parent Coordinators, with the opportunity to attend weekend training sessions through Pearson's Sheltered Instruction Observation Protocol (SIOP). All Teachers are also encouraged to attend outside training provided by the Department of Education and the UFT. Two of our teachers have taken courses or are working on their ESL extension. Our ELL Coordinator is also available to train and as well as turn key information obtained from PD sessions, best practices, and the rules that govern ELLs. We have the PD sessions scheduled for November 8, 2011 and June 7, 2012.

2. As a 6 – 12 school, the ELL Coordinator trains and aids the guidance counselors, parent coodinator, and other staff who closely work with ELLs with important information regarding the placement of ELLs. These include information, such as, NYSESLAT levels, formative and summative student data, and teacher anecdotals that will facilitate placement and transition from year to year.

3. ELL training for all of our staff will be ongoing to make them aware of what different types of differentiations can be presented in order for ELL students to understand the content. We will send out our ELL Coordinator so she can present us with new insight, as well as obtain training from New Visions on addressing the needs of ELLs. Some of the topics presented during training sessions are the implementation of ESL strategies, scaffolding and differentiation of units studies and lessons. In order to determine who has obtained training and completed the 7.5 mandated hrs, the ELL Coordinator will provide the school administrator with a signature sheet that will be maintained on file in the main office and the ELL Coordinator's records.

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. Our ELL parents are encouraged to attend our four ELL parent meeting evenings where we discuss the program and give the parents strategies in helping their students acclimate. Our PTA meetings are well attended and ELL parents usually represent 25% of the 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. Our ELL parents are encouraged to attend our four ELL parent meeting evenings where we discuss the program and give the parents strategies in helping their students acclimate. Our PTA meetings are well attended and ELL parents usually represent 25% of the parents despite the ELL population only making up 15% of the students. All meetings are translated.

2. The school has partnered with the Hip Hop Organization to help out the parents understand youth development not only for the general population but also for the ELL population.

3. We use the parent coordinator and Guidance Counselors to evaluate the needs of parents in addition to polling all parents via the PTA and providing them with a written survey so they can express their concern and needs for us to constantly improve. Our Guidance Counselors speak Spanish and provide translation services in Spanish.

4. Most of our parents seem to struggle with three main issues. First, they are interested in learning the language. Secondly, the parents are worried about helping their students academically. All parents have access to our online grading system so that they can manage the student's grades. We have regular meetings to demonstrate how to use the system. Third, the parents are worried about their child's assimilation into the new country. We host multicultural evenings and host parent strategy sessions to assist parents. Also, every second Tuesday of every month we have School Community Night in which we also teach about understanding the ESL Assessments and using the online resources such as Datacation.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								2	1	4				7
Intermediate(I)							1		3	13	6		1	24
Advanced (A)							7	12	7	11	4	3		44
Total	0	0	0	0	0	0	8	14	11	28	10	3	1	75

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							5	7	6	20	6	3	1
	B								2	1	3			
	I							1		3	14	6	0	1
	A							7	10	7	11	4	3	0
	P								2					

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	5	1	0	8
7	8	8	0	0	16
8	3	8	0	0	11
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		4		4		0		8
7	2		7		7		0		16
8	4		6		1		0		11
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	14		12		3		0		29
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	29		10	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	19	4	6	
Physics				
Global History and Geography	8	6	4	
US History and Government	8		1	
Foreign Language				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - 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. Our school uses the Fountas and Pinnell and the DRA to assess our students along with the Performance series adaptive test. The school uses the information to assess students' need for the Wilson reading and decoding program and to gauge improvement in reading comprehension and fluency. At present all students are tested and individual goals are set for the student.

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.

Although, our school pull-out models are 45 minute teaching blocks in which the students receive English language acquisition we would like to state that it is carefully alied with the ELA standards of instruction. Students have other content area subjects throughout the day in their daily schedules. The pull-out model is implemented in groups that are ungraded, and heterogeneous. This is the primary way of instruction since the students are in high school schedule format, in a nine period day.

Part VI: LAP Assurances

School Name: WEST BRONX ACADEMY FOR THE FUT **School DBN:**
10X243

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wilper Morales	Principal		10/26/11
Elizabeth Herbert-Wasson	Assistant Principal		10/26/11
Gladys Alvarez	Parent Coordinator		10/26/11
Catalina Chavez	ESL Teacher		10/26/11
Tamika Saxon	Parent		10/26/11
Emily Carroll	Teacher/Subject Area		10/26/11
Bridget Pavelchak	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
Reyna Familia	Guidance Counselor		10/26/11
Barbara Gambino	Network Leader		10/26/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X243 **School Name:** West Bronx Academy for the Future

Cluster: Debra Maldonado **Network:** Barbara Gambino

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.

According to our data, the majority of our parents speak Spanish with a small percentage speaking Arabic and Bengali. In order to maintain effective open communication with parents we provide written translations of memos and other important documents for parents. Our Parent Coordinator, Guidance Counselors, and ELL Coordinator work collaboratively to assess our school's written translation and oral interpretation needs by examining the Home Language Surveys filled out by parents, analyzing ATS data, and interviewing parents. We will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services.

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.

In assessing our school's community's written translation needs, we examined the HLS, ATS data and by interviewing parents. After reviewing these documents, we found the more commonly spoken languages in our school were Spanish, Arabic, Bengali, and lastly Vietnamese and Korean. In considering the Chancellor's Regulations on Translations, our school needs to provide timely provision of translated documents through either existing in-house services or through the Translation and Interpretation Unit at the Department of Education. The findings of our parent's needs were shared with our staff during our staff meetings and with our parents during PTA meetings.

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.

In order to ensure timely provision of translated documents to parents most documents are translated in house by our school staff. These include Spanish Teachers, Parent Coordinator and ELL Coordinator. In the event that we do not have the required staff or volunteers to provide translations into the languages requested, we will contact the Translation and Interpretation Unit at the Department of Education. This will ensure all parents and students receive these documents in a timely fashion and help bridge the communication between our school and home.

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.

Interpretation services are usually provided in-house by school staff, and when need be, by outside contractors. We will contact the Translation and Interpretation Unit at the Department of Education to schedule translators for school events, such as Parent-Teacher Night, PTA meetings and workshops. Scheduling the services ahead of time is crucial to ensure proper 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>.

Our school will provide each parent who requires services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages will be posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained as an effort to maintain an open communication at home and school.

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: West Bronx Academy for the Fut	DBN: 10X243
Cluster Leader: Debra Maldonado	Network Leader: Barbara Gambino
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 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: <u>3</u> # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers: <u>1</u>

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: We will implement three after school programs for our ELLs:

1. We will run an after school program for ELLs that are at the high school level and need to pass the U.S History Regents exam. In our data analysis we have discovered that students need an 8th grade reading proficiency level to pass this exam. Two teachers, an ESL teacher and a content area teacher will run an after school Regents Prep class. We are targeting twelve students from grades 10,11, and 12. The language of instruction will be in English, along with native language support in forms of dictionaries and glossaries. This program will be held two days a week for two hours a day for fifteen weeks. This program will be facilitated by our ESL teacher and History teacher.

2. Our second program to help our 6-12 grade ELLs get targeted intervention in ELA is through Pearson's Write to Learn program, which gives students an opportunity to improve their reading levels using a computer adaptive program that selects readings for them and tests their comprehension. The program not only helps them in reading, but in writing as well, giving them diagnostics instantaneously to help them improve writing. Write to Learn also is offered for English proficient students as well. An ESL teacher will work with them twice a week after school for 2 hours. Currently there are 20 students targeted for this program in grades 6-12. This program will be facilitated by our ESL teacher.

3. The third program is an after school program designed to help our ELLs prepare for the ELA Regents Exam. These students will work with a dual certified, ESL and ELA teacher to prepare for the ELA Regents Exam. This program will target students that have taken and not yet passed the ELA Regents exam and that are currently receiving ESL services in grades 11 and 12. This program will meet once a week after school for two hours. Currently this program will target 13 students for 16 weeks. This program will be facilitated by our ESL teacher.

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: All of our teachers receive ELL professional development sessions during the course of the year. Our PD sessions focus on the implementation of ELL/ESL strategies that are used to increase achievement in the four components of language: listening, speaking, reading and writing. In addition, our school has provided our teachers and faculty with the opportunity to attend weekend training sessions through Pearson's Sheltered Instruction Observation Protocol (SIOP). Two of our

Part C: Professional Development

teachers have taken courses or are working on their ESL extensions. Our ELL Coordinator also trains as well as turn key information obtained from PD sessions, best practices, and the rules that govern ELLs. We have the PD sessions scheduled for November 8, 2011 and June 7, 2012 this school year for a time frame of 45 minutes. In addition, we are planning to have our ESL Coordinator attend the WestEd QTEL PD through the DOE. The PDs are provided by the ESL Coordinator or outside presenters if available.

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 ELL parents are encouraged to attend our four ELL parent meetings in the evenings where we discuss several topics. The first meeting is targeted to address the ELL identification process and program. The second is focused on helping their children assimilate into a new country and understand youth development through our school partner program, Hip Hop. The third is a meeting in which the parents learn to access to our online grading system so they can manage the student’s grades. Lastly, every second Tuesday of every month we have School Community Night in which we also teach parents about understanding the ESL Assessments and using the online resources such as Datacation. Most meeting are provided by our ESL Coordinator and supported by our Parent Coordinator and Guidance Counselors. Parents are invited to attend by mail through bilingual communication and also by personal phone calls in their native language.

??????

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. 		

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		