



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX HIGH SCHOOL FOR WRITING AND COMMUNICATION ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x253

PRINCIPAL: TERRI L. GREY

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SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE 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
Terri L. Grey	*Principal or Designee	
Steven Jones	*UFT Chapter Leader or Designee	
Elizabeth Boateng	*PA/PTA President or Designated Co-President	
Nichole Pierre	DC 37 Representative, if applicable SLT Secretary	
Osaro Ogendegbe Angela Jimenez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jervon Anderson	Member/Parent	
Lovely Bowling	Member/Parent	
Janice Winbush	Member/Teacher/ SLT Co-Chair	
Tiombe Richardson	Member/Teacher/ SLT Co-Chair	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

*By August 2012, the 11th grade cohort will demonstrate progress towards achieving state standards as **measured** by a 5% increase in this cohort's acquisition of credits, moving from 55.0% of students earning 10+ credits in SY' 2010-11 to 60% in SY'2011-12.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a two-year trend analysis of previous cohort credit acquisition in their third year within the school, in addition to conducting a peer analysis as evidenced by the 2010-11 progress report, it was determined that there was a significant drop in performance for the junior cohort in 2010-11. As a result, we have made progress, in this particular metric, a priority goal for this school year.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- Professional Development: Using a part time instructional development coach to facilitate professional development on the following topics: the creation of Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning, in particular around performance based assessment.
- Target Population(s): Teachers servicing the junior cohort.
- Responsible Staff Members: Administrative Team (including Principal and Assistant Principals), Staff Developers (internal and external) and Teacher Inquiry Team Leaders by cohort
- Implementation Timeline: September 2011 through June 2012

Activity #2

- Teacher to Teacher Support: Inquiry teams will be constructed by cohorts to look more closely at data using the "Learning from Looking at Student Work" protocol. These teacher teams will be led by a teacher team leader who will work with other team leaders to identify and work to address negative trends, while

highlighting student and teacher areas of strength. Teacher teams will also conduct learning rounds, visiting classrooms to provide feedback to colleagues around the areas of teacher effectiveness that are evident, along with those requiring further development.

- *Target Population(s): Teams of Teachers working with on all grade levels.*
- *Responsible Staff Members: Administrative Team (Principals and Ap's), Coaches, Data Specialist and Teacher Team Leaders.*
- *Implementation Timeline: September 2011 through June 2012.*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments, intervisitations and looking at student work sessions.*
 - *Bi-weekly Internal Faculty Meetings*
 - *Use of professional development sessions to create faculty led critical friends sessions.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Parent Coordinator will create a monthly newsletter where the guidance counselors will contribute monthly updates to families.
 - School Messages will be generated on a weekly basis from the parent coordinator, the college readiness coordinator and the school counselors reminding families of new initiatives and upcoming deadlines.
 - The counselors and college coordinator will schedule parent meetings and conferences to ensure families are included in the advisement of post-secondary plans.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers across all grade levels.*
 - *The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Title I monies are assigned to support un-qualified teachers work towards certification completion.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Several programs and support organizations used to support students will assist us in helping teachers work on their framework goals and curriculum development – some of these programs/support organizations are Children's First Network and NYC Leadership Academy Coaching and Resources.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-August 2012 as indicated below:

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (4 days per week) for after school programs, Saturday program and differentiated professional development.*
- *Title I funding used to support parent communication efforts, including but not limited to per session available for parent outreach*
- *Computer-based AIS systems such as aventa for on -line credit recovery, including the purchase of the necessary computer equipment to facilitate such work*

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012, the 11th grade cohort will demonstrate progress towards achieving state standards as measured by a 7.9% increase in this cohort's pass rate on the Global History and Geography Regents Exam , moving from 32.10% of students receiving a qualifying score (65+) in SY' 2010-11 to 40% in SY'2011-12.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a three-year trend analysis of previous cohort first time regents pass rate for the Global History and Geography exam, it was determined that there was a significant drop in performance for this cohort (Cohort O) in 2010-11. Also, given the fact that successfully passing this exam is a graduation requirement, 32% falls well short of our most recent 4 year graduation percentage of 61% as evidenced by the 2010-11 NYC School's Progress Report As a result, we have made progress, in this particular metric, a priority goal for this school year.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Activity #1

- *Professional Development: ARIS Support designed and implemented by the school's data specialist professional development for all teachers around using ARIS to make informed decisions around instruction for Regents preparation. This will give the teachers the ability to adapt curricula to meet the needs of individual students. This development will also allow the department teams to collaboratively build a regents preparatory curriculum for the school's Saturday program per discipline/exam.*
- *Target Population(s): Teachers instructing all cohorts, specifically teachers teaching courses terminating in a regents examination.*
- *Responsible Staff Members: Administrative Team (including Principal and Assistant Principals), Teacher Cohort Teams*

- Implementation Timeline: November 2011 through June 2012
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Activity #2

- Teacher to Teacher Support: Inquiry Cluster teams constructed by cohort teams to look more closely at data using the “Learning from Looking at Student Work” protocol. These teacher teams will be led by a teacher team leader who will work with other team leaders across disciplines to identify and work to address negative trends, while highlighting student and teacher areas of strength. Teacher teams will also conduct learning rounds, visiting classrooms to provide feedback to colleagues around the areas of teacher effectiveness that are evident, along with those requiring further development. Inquiry team members will bring findings back to their individual grade teams to support the development of interdisciplinary tasks that speak to the CCLS for that grade.
- Target Population(s): Teams of Teachers working with on all grade levels, including the 9th grade teachers.
- Responsible Staff Members: Administrative Team (Principals and AP’s), Coaches, Data Specialist and Teacher Team Leaders.
- Implementation Timeline: September 2011 through June 2012.

Activity #3

- Student Support Programs: Students will participate in mock Regents in preparation for January Regents retakes and the June Regents exam administration. In addition, teachers will work with students to create action plans, identifying areas of concentration for students to focus on individually using examination prep books along with the online Regents preparation course purchased by AVENTA. Action plans will be shared with students and their families.
- Target Population(s): Teachers with courses terminating in a regents exam, in particular the current 10th and 11th grade classroom and Saturday program social studies teachers
- Responsible Staff Members: Humanities AP, Data Specialist, Social Studies Department.
- Implementation Timeline: December 2011 through June 2012.

Activity #4

- Incorporation of Teaching Artists from Community-Based Organizations in Classroom Teaching: Students and their teachers will work alongside teaching artists from the EPIC Theatre Ensemble and Community Word Project in their global studies classes in order to learn the content in an authentic and engaging manner. Teachers will collaboratively plan performance tasks with the teaching artists that will help students learn the content in a context that will add meaning.
- Target Population(s): Teachers with courses terminating in a Regents exam, in particular the current 10th and 11th grade classroom and Saturday program social studies teachers
- Responsible Staff Members: Humanities AP, Data Specialist, Social Studies Department.
- Implementation Timeline: November 2011 through June 2012.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments, intervisitations and looking at student work sessions.
 - Bi-weekly Internal Faculty Leadership Meetings
 - Use of professional development sessions to create faculty led critical friends sessions.
 - Common Planning time will be provided for social studies department to support 11th grade Social studies team

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Each grade level team and department team will share the responsibility to work with the parent coordinator to create a unified message to students and their families. The unified message will convey their curricular goals/academic expectations and will be sent home in the monthly school mailing.
 - Individual Action Plans will be generated and shared with families so they too are aware of areas of deficiency in regard to their child's previous performance on the Regents exam will be created and shared.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers across all grade levels.*
 - *The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors are assigned to support struggling and un-qualified teachers.*
 - *Title I monies are assigned to support un-qualified teachers work towards certification completion.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Several programs and support organizations used to support students will assist us in helping teachers work on their framework goals and curriculum development – some of these programs/support organizations are Children's First Network and NYC Leadership Academy Coaching and Resources.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-August 2012 as indicated below:

- *Supervisor per session (as needed)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*
- *Teacher per session (6 Saturdays prior to the January and June administrations) for targeted Regents preparation*
- *Purchase of AVENTA licenses for students to access web based support program.*

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To further establish a school community focused on preparing our students to be college-ready with a focus on sub-groups, specifically Black and Hispanic males, that have historically been under-represented in college by increasing the college readiness index 3 % from 37 % in 2011 to 40% in 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Quantitative, specifically guidance counselor logs and reports, and qualitative data including students transcripts, scholarship reports, and the college readiness metric from the 2010-11 Progress Report, reveal that the majority of the students who are enrolled in our college readiness courses do not pass the corresponding exam. School data from 2010-11 reveals that less than 25% of the students enrolled in the advanced placement courses in the school pass the exam with a proficient score. Only 23 per cent of the students who took the CUNY Compass math entrance exam passed, while 18% per cent passed the advanced placement English literature exam and 11% passed the advanced placement environmental science exam.

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:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) staff and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.

Activity #1

- *Professional Development: Appointing a CCLS lead teacher to work with our network assigned instructional coach and assistant principal of humanities to support teachers to incorporate the common core learning standards into their curriculum and to support teaching and learning in the areas of: using interim assessments to monitor and revise curriculum; using rubrics with the language of the standards to provide specific feedback to students on their work; use of student data to plan and set goals; and the creation of performance based assessments.*

- Target Population(s): Teacher instructing the 12th grade Advanced Placement ELA and Environmental Science students and CUNY Compass math students
- Responsible Staff Members: Administrative Team (including Principal and Assistant Principals) and Staff Developers (internal and external)
- Implementation Timeline: September 2011 through June 2012

Activity #2

- On-line Support: The Principal, assistant principals and guidance counselors reviewed the transcripts of all students eligible for the advanced classes. Seven students in the environmental science class were selected to participate in AVENTA online programs.
- Target Population(s): Teams of Teachers working with on all grade levels, including the 9th grade teachers.
- Responsible Staff Members: Administrative Team (Principals and Ap's), Coaches, Data Specialist and Teacher Team Leaders.
- Implementation Timeline: September 2011 through June 2012.

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments, intervisitations and looking at student work sessions.
 - Bi-weekly Internal Faculty Leadership Meetings
 - Use of professional development sessions to create faculty led critical friends sessions.
 - Periodic Assessment Dates: November 2011 and April 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Community Affairs Team will create a monthly newsletter.
 - Each grade level team and department team will share the responsibility to work with the C.A. team (on a rotating basis) to create a unified message to students and their families. The unified message will convey their curricular goals/academic expectations and will be sent home in the monthly school mailing. The news letter will also be distributed to students in classes and a school message reminding families to read the newsletter will be sent to follow up.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers across all grade levels.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Teacher Mentors are assigned to support struggling and un-qualified teachers.
 - Title I monies are assigned to support un-qualified teachers work towards certification completion.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Several programs and support organizations used to support students will assist us in helping teachers work on their framework goals and curriculum development – some of these programs/support organizations are Children’s First Network and NYC Leadership Academy Coaching and Resources

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-August 2012 as indicated below:

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (4 days per week) for after school programs, Saturday program and differentiated professional development.*
- *Title I funding used to support parent communication efforts, including but not limited to per session available for parent outreach*
- *Computer-based AIS systems such as aventa for on -line credit recovery, including the purchase of the necessary computer equipment to facilitate such work*
- *Student retreats to support attendance initiatives and community building efforts.*

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				

1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	68	68	xxx	xxx	20	11	25	7
10	8	11	1	2	40	5	19	13
11	xxx	69	62	63	45	6	19	10
12	29	43	45	33	40	1	9	10

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	Students are programmed for a 2 nd English class focused on writing. Students also are assigned to small group tutoring, PM School and Saturday School.
Mathematics	Students are assigned to small group tutoring, PM School and/or Saturday School.
Science	Students are programmed for are assigned to small group tutoring, PM School and/or Saturday School.

Social Studies	Students are assigned to small group tutoring, PM School and/or Saturday School.
At-risk Services provided by the Guidance Counselor	Advisory workshops (study skills, time management, graduation requirements): small group, daytime Registration for daytime tutoring (small group); PM School, Regents Prep classes; Saturday School, Summer School, parent workshops, case conferencing
At-risk Services provided by the School Psychologist	W.I.A.T. II: 1-1, daytime Academic case conference: small group, daytime
At-risk Services provided by the Social Worker	Counseling: 1-1 and small group Advisory workshops: small group
At-risk Health-related Services	Referrals to mental health centers (FEGS and Montefiore clinic): small group and 1-1; daytime Advisory workshops: small group; daytime

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Lawrence Pendergast	District 11	Borough Bronx	School Number 253
School Name BHSWCA			

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

Principal Terri Grey	Assistant Principal Theresa Wyre
Coach type here	Coach type here
ESL Teacher Thomas Hughes, ESL Coordinator	Guidance Counselor Yvette Jessie
Teacher/Subject Area Wanda Rosado	Parent type here
Teacher/Subject Area Beatrice Szmurlo	Parent Coordinator Arcelis Reynoso
Related Service Provider type here	Other Eric Ewing
Network Leader type here	Other type here

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	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	434	Total Number of ELLs	35	ELLs as share of total student population (%)	8.06%
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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. 

81) All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home language Identification Survey (HLIS). If a student is new to the NYC school system, the certified ESL teacher (Mr. Hughes) or qualified pedagogue administers the HLIS and conducts informal interview to best ascertain student's level of proficiency with the assistance of the parent coordinator (bilingual certification)

*Parents of all students who enter the NYC school system for the first time are administered the Home Language Identification Survey (HLIS).

*If parents indicate a home language other than English, the certified ESL teacher (Hughes) conducts an informal interview with the student to best ascertain the student's home language.

*If student is found eligible, the LAB-R, in English or Spanish, will be administered within 10 days by Mr. Hughes. The LAB-R will be scored by hand to allow the student to be placed immediately.

*Parents will be shown the ELL orientation video to assure they understand the choices they can make in terms of programs system-wide.

*After viewing the video, parents complete the parent survey and the program selection form to indicate their choice of a program.

All communications with the parent and student are conducted in English and/or in the family's home language. Distributed materials (HLIS, parent survey, program selection form, entitlement and placement letters, ELL parent brochure, video) are provided in English and in the parent's preferred language.

*Mr. Hughes administers the NYSESLAT annually according to DOE schedules. Students are scheduled for the listening, speaking, reading and writing components as indicated in the NYSESLAT Test Administration Guide. The ESL Coordinator ensures that parents and students are informed of the purpose and the importance of the assessment by distributing the NYSESLAT Parent Brochure, sending letters to parents to inform them of the testing schedule, and calling parents to remind them of the upcoming test dates. All communications and materials are provided in English and in the parents' preferred language.

2) Parents of ELLs are shown the orientation video in order to ensure that they understand all three choices available to them. (Transitional Bilingual, Dual language, Freestanding ESL) The school does its utmost to provide the students with faculty members or others who can translate for them and provide whatever information they need. There is parent outreach through the parent coordinator who speaks Spanish and is aware of and utilizes the translation and interpretation services offered by the DOE. If a parent selects TBE, they are informed that while currently, our school does not have the required minimum of students to open up a bilingual program, their child's name will be placed on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of

20 students, speaking the same language in the same grade (9-12). When the waiting list reaches 20 students, all parents on the list will be notified of the availability of a bilingual program at our school. In the meantime, a list of NYC schools that offer the bilingual program of their choice is also provided. Until such time as the preferred program becomes available, or parents decide to transfer student to a school that offers their program of choice, student will be placed in a freestanding ESL program.

3) The ESL Coordinator ensures that the entitlement letters are sent automatically to all new students who are eligible for services and that they are returned, by maintaining correspondence with the families of ELLs. The ESL coordinator, parent coordinator and trained staff make the connections with the ELL families to ensure that they come to the family orientation meeting outlined in the letters. If the program selection form is not returned, the default program for ELLs is TBE. Copies of notifications to parents are maintained in the ESL file by Mr. Hughes.

4) All newly identified ELLs students are placed in the program according to the results of LAB-R and the parent’s program selection form, within 10 days of enrollment. Notifications, in the form of Entitlement letters and placement letters, are mailed to the parents/guardian’s home promptly. In addition, at the beginning of each school year, the Continuation of Entitlement letters are sent to parents of all current ELLs to advise them of the students’ Spring NYSESLAT scores as well as their current program placement.

All notifications and forms are provided in English and in the parents’ preferred language. Copies are maintained by the ESL coordinator in the ESL office. All ELLs are placed in a self-contained, ESL class taught by Hughes which meets five days a week for an hour. Beginners and intermediate ELLs are also programmed for another three hours a week with Mr. Hughes. All ELLs are supported in their content-area classes with textbooks and dictionaries in whatever home languages are necessary. Students parents are consulted on an ongoing basis to keep them informed as to the student’s programming and servicing in the ESL program.

5) After review, the Parent Survey and Selection forms show that most parents who enroll their children at BHSWCA choose ESL. In addition, the ESL coordinator routinely reviews the waiting list for bilingual program requests. When the total requests reach 20 students, the school will open up a bilingual program, as per CR Part 154.

6) The program model offered at our school corresponds to parent choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	9
SIFE	9	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	13

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	2	0	8	5	1	13	2	8	35
Total	14	2	0	8	5	1	13	2	8	35

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

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL 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										12	11	3	2	28

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
Chinese														0
Russian											1			1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other											1	1	1	3
TOTAL	0	14	13	5	3	35								

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?

Paste response to questions 1-7 Part IV

1a. The organizational model at BHSWCA is a self-contained, ungraded, heterogeneous class for all ELLs. Beginners and intermediates also take a second period of ESL instruction. The instructor (Hughes) uses differentiation and specific instruction as well as various strategies and techniques to allow them to succeed in the class and progress in their acquisition of academic English. Advanced students receive 1 esl class and 1 ELA class.

A. Programming and Scheduling Information

b. The program at the school is a block schedule for beginners and intermediate students. It is heterogeneous and ungraded. The instructor uses intense differentiation and grouping strategies as well as ongoing formative assessment to inform targeted instruction for all students at all levels.

2.a Our staff includes one certified ESL instructor. ESL and ELA instructional minutes are delivered as follows. Beginners and intermediate students are serviced in a block class with a mandatory 2nd period of ESL instruction during an advisory. Intermediates are given their requisite number of mandated instructional minutes plus targeted instruction in a differentiated creative writing class. Advanced students take 1 ESL class and an ELA class in which the instructor utilizes differentiation focusing on literacy and language enrichment and ongoing assessment to target students at all levels.

3. Content area instruction is delivered by certified teachers in the content areas in English. The instructors communicate regularly with the ESL instructors to discuss intervention and support strategies for ELLs in the classrooms. The instructors in content areas use grouping and differentiation to enrich language development. All instructors at BHSWCA use context rich, authentic texts and materials and maintain a focus on literacy. Instructors utilize graphic organizers, differentiation, scaffolding and visuals. Vocabulary in the content areas as well as critical thinking and basic writing skills are emphasized in every class. The classrooms are text-rich environments that encourage discussion and communication as well as reading and writing as means to greater enrichment, fluency and comprehension. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction in the native language in the form of bilingual textbooks, glossaries, bilingual audio/visual materials, translated texts and selected internet sites that offer bilingual support.

4. ELLs are appropriately evaluated in their native languages by qualified staff members fluent in the students language or through the use of the DOE translation and interpretation unit. We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R. In addition, ELLs have the option of testing in their native language in class assessment as well as on State assessments. The rationale behind this approach is that research indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency in the second language acquisition process.

5.a. The instructional plan for SIFE students includes grouping based on skill level to facilitate and target instruction as well as ongoing assessment to further inform instruction and define the needs of each student. During the school day, SIFE students, when not in their ESL class are supported through regular contact with their ESL teacher and differentiated instruction by their content teachers based on communication with ESL teacher. Students work in both homogeneous and heterogeneous groups based on skill levels in order to ensure the comprehension of basic concepts and strategies while at the same time allowing for and encouraging the SIFE student to participate in discussions with peers in small groups and the class as a whole. In the ESL classes specifically, instructors use a combination of explicit instruction in vocabulary and basic concepts as well as hands-on projects, realia and modeling to facilitate comprehension. Questioning to activate higher order thinking as well as diagrams, sorts and charts to enable the SIFE student to become comfortable participating in group activities as well as with the entire class are used extensively. Beginning SIFE students with little or no English are paired with bilingual students to facilitate comprehension and are paired with a bilingual paraprofessional. Written responses may be done, initially, in the student's native language. When possible, native language literacy will be assessed in order to ascertain probable levels of positive transference. Regular assessment is used to evaluate student progress and tailor instruction. Beginners are also afforded all the material support we can give them. This includes dictionaries and study books, mandated extra time on exams and tests and one-to-one instruction when possible.

5.b. ELLs in U.S. schools less than three years are handled very similarly to SIFE students initially. After a preliminary assessment to, if possible, ascertain literacy levels in both the students native language and their skill level in English, as well as investigating their previous educational history, beginners are grouped both homogeneously as well as heterogeneously to facilitate basic comprehension and skills as well as communication and interaction with a variety of students at different levels. Various instructional strategies include the use of realia, modeling, physical response, using bilingual peers as language and literacy supports, supporting 2nd language acquisition by allowing students to write in first language and then attempting to translate or explain with gestures, one word answers and illustrations. There is also explicit instruction of vocabulary and basic strategies and techniques for the formation of both oral and written communication. Speaking and listening are emphasized at this point through strategies such as Total Physical Response, nodding and gestures. Due to the requirements of NCLB, our students are introduced to the Regents exam immediately. Through intensive scaffolding and sheltered instruction, the students are encouraged to begin thinking in the terms demanded by the Regents exams. While we do not

A. Programming and Scheduling Information

teach "to the test," we do use a variety of context-rich readings and authentic discourse tailored to the levels of our students along with strategies for activating prior knowledge and schema that will allow them to, at the very least, not be intimidated by the idea of taking such a high-stakes test, and, in the best cases, do well on them. At BHSWCA, we are intent on making our ELLs feel comfortable and at ease as they acquire and strengthen their new language at all levels. Taking the ELA Regents is only one part of that process. For beginner students coming to us in the 11th grade, this can be a daunting task. Our goal in such cases is always to strive to give the student the skills and the tools they need to to take the test, as well as an undersanding of the achievement it is simply to sit for a test like the ELA Regents as a newcomer in a foreign country, speaking a strange language. Also, ELLS are afforded the extra time mandated on all state tests as well as exams and tests such as finals given in the individual classes.

5.c. ELLS who have received between 4 and 6 years of instruction in English are offered the same kind of assessment-informed targeted instruction as newcomers, but at a more complex level. While encouraging them at all times to maintain and honor their first language, these students are expected to do the majority of their work in English. Grouping at this point becomes more heterogeneous, again, based on a constant, but not overwhelming cycle of assessment, instruction and re-assessment, and academic skills such as note-taking, the acquisition of academic language and skills and the solicitation by the instructor of opinions, points-of-view and clear, English language explanations from the students are a regular part of classroom instruction. Students at this level who have not passed the ELA Regents are regularly tutored in Regents review. In order to avoid the "plateauing" of skill levels so often seen among this sub-group, our school is in the process of forming an ELL inquiry team in order to examine students' progress and make recommendations for instructional strategy change and differentiation.

4.d. ELLs with 6 years or more of instruction behind them are given all the support and opportunity of the ELLs with fewer years of instruction if they require it. At this point, hopefully, the student is able to function well in their content area classes with minimum intervention. Various supports are available to them however on an ongoing basis. materials such as dual-language dictionaries and access to the ESL instructor and materials is always available through class or on an informal, one-to-one basis. These students are also given the required extra time for testing and exams as well as, in consultation with the content area teachers and ESL instructors, in class work, assignments and exams.

5.d. Our plan for long-term ELLs is to identify them by reviewing the data and then intensifying instruction by differentiation and through an ongoing cycle of assessment that will allow us to really zero in on the skills set that student needs to boost them up to the next level. Our goal for long-term ELLs is to identify absolutely what are the most problematic areas for those students and then tackle them one at a time. Content area instructors are continually apprised of the student's status and communicated with regarding the student's progress in a given class. If the student has not yet passed their ELA Regents, intense regents practice and review is tailored to meet the students needs.

6. For ELLs requiring special needs, the same kind of assesment based, targeted instruction applies. For this sub-group however, this would all be done in consultation with instructors who specialize in special needs students and according to the parameters of the students

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)			Dual Language			Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	BEGINNERS	INTERMEDIATE	ADVANCED	BEGINNERS	INTERMEDIATE	ADVANCED
100%									
75%									
50%									
25%									
100%									
75%									
50%									
25%									

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

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

8. Our targeted intervention programs across all content areas including ELA and math include one-to-one instruction. These intervention programs are offered for all subgroups with emphasis on beginners and intermediates. The language in which these services are offered is English. Native language support is provided in all content area classes through the use of bilingual dictionaries and glossaries.

9. Students reaching proficiency on the NYSELAT are afforded the same time extensions and supports--dictionaries, translators, etc, they were afforded before passing the test, for up to two years after reaching proficiency. More than that, however, we continue to support our ELL community in every way we can up to the day they graduate.

10. As of the writing of this report, Community Word Project, a CBO, will be working with ELLs in their esl classes.

11. Block classes were discontinued due to the loss of an ESL teacher and tutoring during lunch was discontinued.

12. ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend enrichment, athletic and general school activities and are made aware of programs via translated material if necessary, open and targeted invitation and highly visible announcements in various languages when necessary. Programs include: Title III afterschool tutoring, Regents /NYSESLAT preparation classes, all campus PSAL sports teams, college trips and SAT preparatory classes.

13- ELLs are supported across the content areas with materials such as dual language textbooks, dictionaries and glossaries, access to technology (selected bilingual websites, smartboard use, laptop access) as well as informed teachers.

14. Native language support in the ESL class is delivered through the use of bilingual dictionaries.

15. Required services and support correspond to ELL's ages and grade levels. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and grade-band (age) appropriateness. Sophomores and Juniors who are preparing to take the Regents are provided additional support in the appropriate content areas.

16. Students participate in a summer orientation where baseline testing is conducted. Students are placed in advisory and given additional support.

17. Spanish is offered to all students, including ELLs.

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 the target language instruction (integrated/separate)?

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

Beginning

Intermediate

Advanced

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.

ELL personnel to include subject area teachers and secretaries at BHSWCA regularly attend professional development sponsored by such groups as the Bilingual Education Technical Assistance Center (Betac.) and training offered by OELL. Personnel are regularly apprised of professional development opportunities by the administration and, in consultation with the administration, attend either these or others that they themselves have found out about and think will be most helpful. ESL teachers participate in various school inquiry teams to support content area teachers' instruction of ELLs and discuss students' progress. Personnel receiving training include: assistant principals, ESL/bilingual teachers, subject area teachers, special education teachers, guidance counselors, paraprofessionals, secretaries, parent coordinators.

2. Transitioning ELLs coming from middle to high school are afforded the opportunity to come to an orientation session with their parents before the beginning of the school year. This is in addition to the required orientation sessions for all incoming ELLs.

3. All staff participate regularly in professional development that includes discussion of topics of concern to ELLs and their families. Documentation of ELL training (workshop certificates, agendas, attendance) for all staff is maintained in the school file by the school secretary.

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

E. Parental Involvement

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

1. Parents, including the parents of ELLs, are involved in the school in a number of ways apart from the regular open school nights. A parent sits on the School Leadership Team. There is regular communication by telephone between ELL parents and instructors. All ELL parents are invited to our school's many functions. Parents support the school through participation in the PTA and other informal organizations. Also, our parent coordinator is bilingual and able to reach out without a translator to all of our Spanish-speaking parents. For low incidence language translations, we contact the Translation and Interpretation unit for phone or on-site translation support.

2. As of the writing of this report, the school is initiating a new project with Community Word Project (CWP) to work with the ELLs in the ESL classroom, along with a certified ESL teacher, providing direct instruction.

3. The needs of the parents are evaluated through an ongoing cycle of formal (open school night, orientations, etc.) and informal (parent coordinator and parent-teacher communication etc.) .

4. Our parental involvement activities address the needs of parents by making parents feel both welcome and informed. As a school, we strive to be part of a larger community, and enlisting the support of parents by making sure they feel welcome, comfortable and a necessary part of their child's education is crucial. Our school's activities and ELL parent meeting topics include: ARIS training, parent English language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for students.

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%	Page 30
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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17. Spanish is offered to all students, including ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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3. How is the target language instruction (integrated/separate)?

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2. Transitioning ELLs coming from middle to high school are afforded the opportunity to come to an orientation session with their parents before the beginning of the school year. This is in addition to the required orientation sessions for all incoming ELLs.

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2. As of the writing of this report, the school is initiating a new project with Community Word Project (CWP) to work with the ELLs in the ESL classroom, along with a certified ESL teacher, providing direct instruction.

3. The needs of the parents are evaluated through an ongoing cycle of formal (open school night, orientations, etc.) and informal (parent coordinator and parent-teacher communication etc.) .

4. Our parental involvement activities address the needs of parents by making parents feel both welcome and informed. As a school, we strive to be part of a larger community, and enlisting the support of parents by making sure they feel welcome, comfortable and a necessary part of their child's education is crucial. Our school's activities and ELL parent meeting topics include: ARIS training, parent English language clinics, credit accumulation, NYS content standards, NYS Common Core Learning Standards, state assessments, core curriculum, native language support in the classroom, graduation requirements, credit accumulation, college applications process and general expectations for students.

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	5			7

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

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

B.1. N/A

B.2. NYSESLAT and LAB-R data pattern reveals a need for more emphasis on reading, writing, basic literacy for beginners. We see progress from beginner to intermediate. Intermediate levels and advanced levels do not perform any better over time.

B.3. Speaking and listening improve but reading and writing begin to stagnate with the high intermediate and advanced. This affects instructional decisions by demonstrating a need for greater differentiation and more targeted literacy instruction with an emphasis on academic reading and writing as our ELLs advance and get ready to go to college. This is why we partnered with a writing teacher to co-teach with the ESL teacher to affect the area of concern

B.4. The patterns reflect deficiencies in reading and writing. Across grades 9-12, the majority of students tested Advanced and Proficient in listening and speaking while only seven students tested Advanced in reading and writing; no current ELL tested Proficient on the reading writing components of the NYSESLAT/LAB-R.

B.4.b. As of the writing of this report, ELL Periodic Assessment is not being used at this school. We plan to implement Periodic Assessment for ELLs later this academic year or next year.

B.4.c. As of writing of this report, we do not use Periodic Assessment for ELLs.

B.6. The success of our program for ELLs is assessed by various means. We look at the annual NYSESLAT scores and the Regents exams. We evaluate our success by examining credit accumulation for our ELLs, passing rates for ELLs as compared to the school as a whole and by constantly examining and re-examing our efforts to serve our ELLs to the best of our ability.

Additional Information

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

Paste additional information here

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		0	
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		3	
Physics				
Global History and Geography	2		2	
US History and Government				
Foreign Language	4		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

B.1. N/A

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: BHSWCA

School DBN: 11x253

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Grey	Principal		12/19/11
Ramon Mejia	Assistant Principal		12/19/11
Aracelis Reynoso	Parent Coordinator		12/19/11
Thomas Hughes	ESL Teacher		12/19/11
	Parent		12/19/11
Wanda Rosado	Teacher/Subject Area		12/19/11
Beatriz Smurzlo	Teacher/Subject Area		12/19/11
	Coach		1/1/01
	Coach		1/1/01
Ivette Jessie	Guidance Counselor		12/19/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x253 **School Name:** Bronx High School for Writing and C

Cluster: 6 **Network:** 603

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.

- a. Review HLIS and the parents' preferred language
- b. Utilize ATS reports to determine home language. (RHLA)
- c. Speak to parents/guardians in person and/or by telephone to determine immediate translation needs.
- d. Refer to teacher assessment, guidance counselor interactions and parent coordinator's expertise in evaluating individual parent's translation and interpretation needs.

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.

Our school's home language profile includes 8 home languages spoken by students. Using the HLIS/ ATS reports, all communications, oral and written, are delivered in English and the parents' preferred language. Findings are disseminated to the school community via staff and parent meetings, inquiry teams, through the parent coordinator, to ensure that all members of the community will reach out to non-English speaking parents.

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.

a. For written school communications for eight major languages (besides Spanish), utilize DOE translation/interpretation services.

b. All written school communications will be translated into the parents' preferred language before being sent home. The Parent Coordinator will provide most of the written Spanish translations. The Language and Translation Unit is contacted for translated materials. DOE forms in various languages are available on the DOE website.

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.

a. For Spanish speakers, our school staff will translate. For others of 8 major languages, we will use staff of other small schools on campus and/or parent volunteers. We also rely on the Translation and Interpretation Unit for phone and on-site support.

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>.

*Discuss with parents' rights as part of Freshman Orientation, back-to-school night and parent-teacher conferences. Schools and offices are responsible for providing each parent whose primary language is a covered language, and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. All school information is provided in English and in the parents' preferred language. Materials include: DOE brochures, entitlement letters/non entitlement letters, NYSESLAT Parent Guide, invitations to conferences and workshops. The required signage and DOE translations will be posted in the school to inform parents of their rights to translation services. The phone number for the Translation and Interpretation Unit will be available in the office.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx HS for Writing and Comm.	DBN: 11x253
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Pendergast
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 type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: during day to reduce class size
Total # of ELLs to be served: 35
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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:

RATIONALE:

The Bronx High School for Writing and Communication Arts has targeted the performance of ELLs in all content areas of the Regents examination to be in need of improvement. Specifically, however, we have concluded that intensive supplementary instruction in ELA Regents and math will be most beneficial to To that end, BHSWCA is committed to providing, through the careful use of Title III funding, instruction and opportunities for success beyond the scope of the regular school day. Consequently, BHSWCA is instituting an after-school ELA Regents prep program as well as a Saturday Regents prep academy.

Title III After-School ELA Program

Our Title III After School ELA Regents prep workshops will take place from February to May, 2012. In close collaboration with a licensed ESL instructor, an ELA instructor will work with a class of 10-15 ELLs. The participating students will be chosen for the program based on recent and past performance on the ELA Regents.

First priority will be Junior and Senior long-term Intermediate and advanced ELLs who have not passed the ELA Regents. Thereafter priority will be given to Sophomore ELLs who have yet to take the ELA Regents but who are deemed, through an examination of the data, including ATS reports, tests scores and teacher evaluations and grades to be most able to benefit from this kind of intensive help.

The ELA After School Regents Prep Course will take place for two hours after school three days a week for fifteen weeks. Classes will take place from 3:15-5:15. The language of instruction (LOI) will be English with native language support.

Title III ESL/Math Academy

As indicated by NYSESLAT, ELA and math Regents scores as well as an examination of ATS records, our students would benefit greatly from more comprehensive support in both literacy and numeracy. Focusing on basic foundational skills in math and literacy, this class will address the needs of many of our low-performing ELLs who need extra help to attain grade level proficiency. Throughout this program, students will be given multiple opportunities to speak, read, write, and listen. Differentiated instruction in English will address all the modalities through differentiation and the use of intensive scaffolding to ensure that all students in the program are met at their level and are able to take advantage of the program to succeed.

Part B: Direct Instruction Supplemental Program Information

The ESL/Math academy will be taught by a content area teacher in close collaboration with a certified ESL teacher.

Participating students will be long-term intermediate and advanced Junior and Senior ELLs.

Our intent with both of these intensive supplemental programs is to accelerate learning for those most in need of extra assistance due to length of time in the program and grade level. Lower grade beginner students will be eligible for either or both of these programs depending on attendance and readiness to participate.

The ESL/Math Academy will take place for fifteen weeks from February to May 2012, 3 sessions a week, two hours a session from 3:15-5:15. The LOI will be English with native language support.

Materials--

Texts in the form of:

Workbooks for both math and ELA Regents. Basic materials for classroom use.

"Weaving It Together" series 1-4

ELLs of all proficiency levels benefit greatly from field trips that support learning outside of the classroom and provide an environment for them to use content specific language. Twenty students designated as ELL's will be in this program which is tied to the social studies curriculum. We will organize opportunities for our students designated as ELLs to visit historical and cultural institutions. Some destinations may include: Museum of Natural History, Museum of Modern Art, Museum of the City of New York, El Museo del Barrio, Brooklyn Botanical Gardens, Chinatown, Little Italy, as well as local colleges and universities.

The literacy component for these trips will include opportunities for all participating student to develop their skills in reading and writing. In response to their experiences during the trips students will keep journals, prepare informational presentations, write narratives, compare and contrast texts and exhibits and use the trips as springboards for research. During all such trips, appropriate differentiation and scaffolding strategies will be implemented to ensure that all participants are able to both strengthen their skills as well as enjoy their visits. The trips will be led by a certified ESL instructor.

The language of instruction for all trips will be English.

Up to 20 first-year beginner and intermediate ELLs will be included in this program.

An appropriate portion of Title III funds will be used to pay for admission fees and transportation to the various events.

Part C: Professional Development

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: Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

On-going professional development for all teachers and administrators is a necessary component of what we do here at BHSWCA. Keeping abreast of new developments as well as periodically refreshing our understanding and strengthening our skills with regard to our ELL population is of paramount importance.

Professional development will be provided for all faculty in the following manner:

Certified ESL teachers will take part in professional development workshops and conferences as permitted by schedule. ESL teachers will be encouraged to attend at least ten hours of PD a semester given by providers such as the NYCDOE OELL, RSE TASC, Bronx BETAC as well as the UFT and the Children First Network.

The ESL teachers will then use what they have learned to provide professional development for staff and faculty at BHSWCA. ESL teachers will give presentations on topics including but not limited to, differentiation, vocabulary building, scaffolding for ELLs, cultural awareness, the use of graphic organizers for ELLs.

These presentations will take place during regularly scheduled staff meetings (Fridays, 2:00 pm to 3:00 pm) throughout the school year.

There will be no less than eight and up to ten of these per year to ensure all teachers are given repeated opportunities to engage with the ESL teachers regarding strategies and resources for ELLs. Furthermore, ESL teachers will take part regularly in cohort meetings, department meetings and inquiry team meetings (two to three times a week, one academic period a day) in order to apprise content area teachers of ELLs difficulties and progress and to review and revise curriculum, develop strategies and methodologies to improve reading comprehension, vocabulary, oral skills, and test-taking skill in preparation of Regents examinations as well as to meet the learning needs of all students. Collaborative team topics are based on the most current NYSESLAT results. All teachers are involved in facilitating differentiated learning and building skill, reading, writing, and speaking capacity. As part of our school's routine, all content area teachers share practices with each other.

No Title III funds will be used for professional development purposes as outlined above.

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:

Parent Involvement Program:

Parental involvement can be key to a student's success. At BHSWCA we strive to keep all of our parents involved and informed throughout the school year. For parents of ELLs this is especially important as language, cultural and other barriers may cause the parents difficulty in becoming involved and staying informed of their child's progress. In order to better facilitate greater parental involvement for our ELL students, BHSWCA makes it a point to be a welcoming, inclusive school where all parents, no matter what language they speak, feel comfortable.

Parent Orientation meetings are held twice a year for parents of ELLs by the ESL coordinator and the Parent Coordinator. Parent orientation meetings for parents of new enrollees are ongoing during the school year when students register at the school. At the orientation meetings parents are informed about their options under CR Part 154, Gateway's ESL program, as well as additional support available at our school, the community, and throughout the city. We also provide workshops (three times a year, two hours per workshop) for parents on graduation requirements, credit accumulation, and the importance of Regents exams.

Parents are kept informed of their child's progress through frequent communication with the ESL Coordinator and the Parent Coordinator. As per Chancellor's Regulations, translation services are provided when appropriate. We routinely inform parents of their child's progress in their regular classes as well any afterschool programs, as well as update parents on ELL related matters in the form of our newsletter. We refer to the Translation and Interpretation Unit regarding translation services. Invitations to and notification of school events, meetings and field trips are sent to parents in English and in the parents' preferred language. Following the notifications, our parent coordinator contacts parents individually to remind them of upcoming events. All notifications in translated versions are posted outside the parent coordinator's office.

In addition to participating in all school events, parents of ELLs are invited to join their children on field trips to the various cultural institutions. Twenty parents of ELLs are invited to participate. Admissions and refreshments for parents will be funded through Title III monies.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

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