



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONXWOOD PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x514

PRINCIPAL: JANET GALLARDO EMAIL: JGALLAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE 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
Janet Gallardo	*Principal or Designee	
Ira Cooper	*UFT Chapter Leader or Designee	
Joyce Peters Rhoda Ali	*PA/PTA President or Designated Co-President	
Joseph Depiro	DC 37 Representative, if applicable	
Horace Williams Shashawna Palmer	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Javier Trejo	Member/	
Patricia Rinaldi	Member/	
Danielle Zimmerman	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

1. Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. **Goal#1:**

To improve in the communication category of the School Learning Environment from 6.8% to 7.0% by June 2012 as compared to last year's data.

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.

Based on the 2010-2011 NYC School Survey, our school score was a 6.8 of a possible 10. Our legitimate concern is, (Why are we not getting the full ten points?). Considering that our 6.8 is higher than the city average for all High Schools might suggest that we are well off in this category, but that is not our collective sentiment. As a school, we fair best with our parents in the category of communication with an overall response rate of 8.0. Our teachers' score was 6.6 and our students score was 5.7. With this in mind, we have dropped in this category at a consistent pace, so we are genuinely concerned as a community. Be that as it may, we are developing sound, viable structures that will assist us in improving our overall communication among all stake-holders and our NYC school score in this category. To continue, the students overall response score of 5.7 of 10 suggest that there is a need for improvement in this category. Based on our analysis of the NYC school survey, we observed that some students felt uncomfortable speaking about problems and or something that was bothering them with some school community members. A few teachers felt that school leaders should engage a more progressive democratic forum to encourage open communication on important school issues.

The fact is that when the channels of communication are open, the social, emotional, psychological and academic needs of a community improve. The consequence of improve communication by all stakeholders will ultimately be an increase in academic gains and a positive school culture that conveys a message of sincerity in personal care; leadership development and skills attainment.

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.

We will employ more flexibility in staff meetings, which will allow for informal and or formal dialogue regarding instruction, safety and or policy related concerns. The School Leadership will continue to partake in inquiry team meetings; grade level and or departmental meetings; the meetings' focus will be the business at hand, but time for meaningful dialogue regarding school related concerns will be allotted. In specific inquiry meetings and or specific content specialty meetings, the school's focus: vision, mission and or CEP goals will be outlined and discussed. To continue, teacher mentorship will afford adequate opportunities for increased communication and rapport between students and faculty. Be that as it may, an Increase of extra-curricular activities, clubs and events will further improve school communication. Teachers will continue to provide students with periodic progress reports and or interim assessment feedback. We will Increase the number of grade level assemblies pertinent to graduation requirements; events, internship opportunities and community service projects and or research opportunities. We will continue to utilize advanced phone messaging systems to an optimum level to gain quality benefits from its usage. We will also incorporate the usage of advanced web-based data gathering systems such as Engrade to harness communication between school, and parents pertinent to students' achievement. We will schedule periodic celebrations regarding student achievement; schedule parental events; host staff/students of the month recognition ; host staff/student retreats, trips ; establish the creation of a reward system for staff, students, and parents; we will host multicultural celebrations around holidays for staff, students, and parents; so that we might revel in the joy of diversity. We will continue to disseminate the Principal's Newsletter, which will be mailed out monthly to the parents, students and staff. This letter provides qualitative and quantitative information regarding: student learning; college and university information; financial aid information; social development and public support and or school support; advertisement s related to school events and Principal's message.

These strategies will be employed throughout the school year. Some strategies will be implemented more routine than others, but the frequency will be based on the type of strategy. Our hope is that by the end of the school year 2011-2012, we will have improved our communication.

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.

- To deal with communication issues between teachers and parents, we will conduct parent-teacher conferences at least semi-annually.
- We will send frequent reports to parents on their child's progress. We will provide reasonable access to staff, and opportunities to volunteer in school.
- Our Intention is to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.
- We will also incorporate the usage of advanced web-based data gathering systems such as Engrade to harness communication between school, and parents pertinent to students' achievement

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.

- All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure

service for all students. Appropriate state and city certifications; accompanied by quality training ensures that effective communication techniques are utilized when dealing with students, parents and or colleagues.

- High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom ; support parents and build community with colleagues.

- The principal, assistant principals and staff will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.
- The school has collaborated with the network to develop viable structures for enhancing community-building.
- The above listed supports will consequently, build upon existing structures and strengthen our communication category of the NYC survey.

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.

- Based on allocation guidelines, all funds will be used to accomplish the following: to reduce class size; to provide additional classes for credit accumulation both during, after school and on Saturdays; to hire additional teachers and guidance counselors to service students needs; to purchase necessary equipment and supplies to support various programs; to hire our support learning organization to assist the instructional program through its Knowledge management team; to work with faculty, to provide additional support for ELL and special needs students; to hire an attendance consultant and attendance teacher to help monitor our school attendance, and visit the homes of our most at risk students to bring them back to our school; to hire teachers to help supervise after school clubs and programs; to purchase books and software; to hire required staff; to go on trips and provide students with additional enrichment services. These actions, will ultimately improve our communication category.

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.

- Title 1 SWP and tax levy funds and selected teachers to professional development training.
- Fair Student Funds will be utilized as per-session funds to support credit recovery/credit accumulation programs; the funds will also support inquiry and data analysis.

- Tax Levy Funds will be used to purchase supplemental resources and or materials to support differentiated instruction.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

We will provide professional development in new and effective instructional methodologies and innovations in successful curriculum design practices identified by current research and continue to build upon existing practices and the levels of collaboration among teachers to increase the number of students that pass the History courses from 67% to 69% in 2011-2012 school year as per our scholarship report.

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.

Based on the scholarship report data school year 2009, our social studies total passing percentage was 72.96%. Our scholarship report data for school year 2010 shows a substantial drop in passing rates; from 72.96% in 2009 to 67.77% in 2010. Considering the aforementioned, credit accumulation and the passing of subject course work has a direct impact on student's achievement in state evaluations and or regents exams. Be that as it may, our total regents' passing rate in 2009 in social studies was 36.71%. In 2010, our passing rate improved to 41.80%; nevertheless, the passing rate was not at our school's satisfactory level. Considering all the mentioned, while we have made some gains in the both the Global and the United States history Regents, we still have a great deal to achieve. In 2009, our overall passing rate for global history was 44.25%. In 2010, our global total passing rate improved, from 44.25% to 58.93%. To continue, in 2009, our total passing rate in United States History was 64.44%. In 2010, our United States History regents' total passing rate improved to 77.92%. So we are employing effective strategies and techniques that yield results, but even so, our overall rate is not at a satisfactory level.

In 2009, and in 2010, we did not meet our Adequate Yearly Progress in English Language Arts. To continue, there is a direct connection between ELA and social studies; as state evaluations require thematic and document-based essays to be produced to meet success with required exams. In point of fact, students have to interpret, and explain information. Students have to develop perspectives and demonstrate proficiency in organizing

their thoughts in a cogent and critical manner. Historical ideas have to be developed and defended and written legitimately. With this in mind, as a learning community, we have found that our students have more difficulty with organizing their thoughts in a historical nature. Comparing and contrasting and interpretation of information; as well as evaluation of cause and effect are strategies that we are employing to increase gains in ELA and social studies. The aforementioned skills were deliberately selected and are being implemented in the classroom to support literacy development and historical analysis.

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:
 - We will use inquiry assessment data and a thinking skills approach to focus learning targets. Our aim is to increase student academic content comprehension by targeting specific literacy skills; focusing our attention on learning skills such as: compare and contrast; interpretation as a skill and cause and effect. The rationale behind our approach is to give students more opportunities to learn by measure of self-exploration; formulation of critical thought and or analysis, and to essentially, further metacognitive development. Research has shown that students with high literacy proficiency skills typically have a high potential in achieving academic success.
 - We will afford students credit recovery and or PM school opportunities and or possibilities throughout the school year; for instance, during winter and or spring recess, credit recovery opportunities will be made on the basis of meeting the city and state qualification criteria.
 - The school guidance team will offer students and parents workshops and or presentations regarding graduation requirements and or the meaning of a cohort student in good standing; essentially, elucidating what credit criteria must be met in order for the student to be classified as an official 10th, 11th and or 12th grader.
 - The workshops will take place at least twice a semester to give students a sense of knowledge regarding transcript comprehension and the importance of completing specific course work material. We will continue to collect, and evaluate student work in the inquiries and develop appropriate and or needed systems or structures to tackle areas in need of improvement(s). The Offering of PM school and extended tutoring time for those students in need will be made possible.
 - We will also conduct qualitative professional development on designing coherent curriculum; based on Grant Wiggins and Jay Mc Tighe's research on Understanding by Design. The rationale, for this is to guide our teachers in the conceptual and purposeful development of a unit plan. Our plan will be accomplished by measure of modeling and teacher engagement in concrete unit development tasks; that by this process, standards-based CCLS aligned unit plans will be the result; that by consequence of unit formation and development, ultimately, student comprehension and learning will increase. The research requires that teachers develop concrete goals; that those goals are varied as to include: transfer, knowledge; skills and meaning goals; that understandings, essential questions; declarative and procedural knowledge; evidence (performance tasks) and learning plan be aligned to meet a common purpose.

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.
 - To offer a flexible number of PA meetings at various times.
 - To provide parents with timely information about all activities and events.
 - To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education

information.

- To deal with communication issues between teachers and parents through: parent-teacher conferences at least semi-annually, frequent reports to parents on their child's progress, reasonable access to staff, opportunities to volunteer in school.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy. To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies
- We will also incorporate the usage of advanced web-based data gathering systems such as Engrade to harness communication between school, and parents pertinent to students' achievement

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.
- All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students. Appropriate state and city certifications; accompanied by quality training ensures that effective teaching practices are utilized.
- High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom ; support parents and build community with colleagues.
- The principal, assistant principals and staff will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.
- The school has collaborated with the network instructional team and will tap into the content specialty team to bring in the instruction specialists, in particular the literacy, and history specialists to work with all ELA and Social Studies teachers to improve literacy practices as well as discuss and implement differentiated instruction to help improve student outcomes. Teachers will also participate in monthly professional development sessions that will focus on accountable talk, differentiated instruction and the Point of Entry Model. School budget funds will also be allocated to support individual learning sessions for ELL and or special needs students; as the school will see an increase in the number of these students.

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.
- Based on allocation guidelines, all funds will be used to accomplish the following: to reduce class size; to provide additional classes for credit accumulation both during, after school and on Saturdays; to hire additional teachers and guidance counselors to service students needs; to purchase necessary equipment and supplies to support various programs; to hire our support learning organization to assist the instructional program through its Knowledge management team; to work with faculty, to provide additional support for ELL and special needs students; to hire an attendance consultant and attendance teacher to help monitor our school attendance, and visit the homes of our most at risk students to bring

them back to our school; to hire teachers to help supervise after school clubs and programs; to purchase books and software; to hire required staff; to go on trips and provide students with additional enrichment services. These actions, will ultimately improve our scholarship data in the core content areas.

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.
 - Title 1 SWP and tax levy funds and selected teachers to professional development training.
 - Fair Student Funds will be utilized as per-session funds to support credit recovery/credit accumulation programs; the funds will also support inquiry and data analysis.
 - Tax Levy Funds will be used to purchase supplemental resources and or materials to support differentiated instruction.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

In order to increase the passing rate of the English Regents from 60% to 62% for the 2011-2012 school year, our school will provide vertically aligned English instruction that reflects the new common core state learning standards in ELA so that students will improve the school's AYP in English Language Arts for each year.

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.

Based on the 2009 scholarship Report data, our school's ELA Regents' passing rate was 58.62%. Our school's 2010 scholarship Report shows a small increase in percentage, from 58.62% to 60.00%, nevertheless, we did not meet a satisfactory passing standard. In 2009, our scholarship report course total passing percentage for ELA was 66.05%; a passing percentage, but not a satisfactory standard. In 2010, our school's total course passing rate was 65.39%, which suggests a slight drop. To continue, we did not meet our Adequate Yearly progress for school year 2009-2010 and 2010-2011. Considering the aforementioned, we have made gains per semester; as indicated in the STARS regents' summary report, in term 2 of 2010, of a total of 75 students, 61 pass the ELA exam. This data connotes, that our support structures are effective and are breaking barriers, but in all, the data is still in need of improvement.

Be that as it may, it is our concerted belief as a learning community that high level literacy proficiency skills ultimately, strengthen academic proficiency in other content areas.

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.
- Utilize budget to hire a Literacy coach to continue working with the ELA instructors on: curriculum mapping, curriculum development; differentiated instruction; research development; project-based learning; cooperative learning; class management strategies; thinking skills assessment and rubric development.

- Utilize Learning Support Organization Instruction Specialists to provide presentation and professional development on: Teaching literacy; teaching academic content to English Language Learners and students with Special Needs; using specific texts and or instructional tools to make academic content more comprehensible; development of student goals.
- Identify students in need of meeting 65% and or higher criteria. Engage students in simulated regents examinations and by measure of inquiry perform question item analysis.
- Flexibility in teacher program will demonstrate common meeting times for instructional planning and shared-decision making.
- The budget will be used to offer teacher per session hours to plan professional development; development curriculum maps; plan and or create standards -based rubrics.
- Budget will be used to purchase new and or updated test preparation materials. Content specific graphic organizers and classroom libraries.
- Provide students with morning and after school tutoring and holiday credit recovery opportunities throughout the year.
- We will also conduct qualitative professional development on designing coherent curriculum; based on Grant Wiggins and Jay Mc Tighe's research on Understanding by Design. The rationale, for this is to guide our teachers in the conceptual and purposeful development of a unit plan. Our plan is to by measure of modeling and teacher engagement in concrete unit development tasks, that standards-based, CCLS aligned unit plans will be the result; that by consequence of unit formation and development, ultimately, student comprehension and learning will increase. The research requires that teachers develop concrete goals; that those goals are varied as to include: transfer, knowledge; skills and meaning goals; that understandings, essential questions; declarative and procedural knowledge; evidence (performance tasks) and learning plan be aligned to meet a common purpose.
- Periodic Assessments and Performance Series will be utilized to help the school identify skills where students need improvement. The primary focus will be ELA and Mathematics. Performance Series is propitious because it assists in identifying a student's grade level in math and or ELA. Acuity Assessments provide item analysis and illustrate areas of improvement and or progress. Other systems that provide data are the ITT Data Tool, ARIS and ATS; we use the aforementioned reports as one way to identify trends and patterns among students in different subject areas. This information gives us information to make budgetary decisions regarding programs

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.

We will conduct yearly Parent's Association elections for Executive Board Members; conduct monthly Parent's Association meetings; participate in the Learning Leaders Program to train parents to volunteer-and-assist in classrooms, in libraries and on trips; through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education; hold yearly orientation meetings for parents with classrooms teachers, supervisors, guidance and related service providers; distribute all notices in English and Spanish; encourage parents to network with each other and to communicate with school staff; maintain a school bulletin board to provide parents with information related to parent meeting/events and to their children's educational programs; support District level committees and/or PA network level committees which will include parent leaders who are on, School Leadership Teams and Title I Parent Advisory Councils.

These events and or actions will assist in meeting our literacy based goals. As research indicates, the more involved the parents are in students' academic life; the more successful students tend to be.

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.
- All teachers will be fully licensed and certified in their specific subject areas and committed to differentiated instructional strategies to ensure service for all students. Appropriate state and city certifications; accompanied by quality training ensures that effective teaching practices are utilized.
- High-quality and ongoing professional development for teachers, administrators, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) will be provided to enable the staff to develop required skills needed to support students academically in the classroom ; support parents and build community with colleagues.
- The principal, assistant principals and staff will attend all hiring fairs seeking out qualified candidates for all positions at the school. The school's hiring procedures fall under article 18G and we will adhere to all guidelines that accompany this process.
- The school has collaborated with the network instructional team and will tap into the content specialty team to bring in the instruction specialists, in particular the literacy, and history specialists to work with al ELA and Social Studies teachers to improve literacy practices as well as discuss and implement differentiated instruction to help improve student outcomes. Teachers will also participate in monthly professional development sessions that will focus on accountable talk, differentiated instruction and the Point of Entry Model. School budget funds will also be allocated to support individual learning sessions for ELL and or special needs students; as the school will see an increase in the number of these students.

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.
- Based on allocation guidelines, all funds will be used to accomplish the following: to reduce class size; to provide additional classes for credit accumulation both during, after school and on Saturdays; to hire additional teachers and guidance counselors to service students needs; to purchase necessary equipment and supplies to support various programs; to hire our support learning organization to assist the instructional program through its Knowledge management team; to work with faculty, to provide additional support for ELL and special needs students; to hire an attendance consultant and attendance teacher to help monitor our school attendance, and visit the homes of our most at risk students to bring them back to our school; to hire teachers to help supervise after school clubs and programs; to purchase books and software; to hire required staff; to go on trips and provide students with additional enrichment services. These actions, will ultimately improve our scholarship data regarding regents data.

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.

- Title 1 SWP and tax levy funds and selected teachers to professional development training.
- Fair Student Funds will be utilized as per-session funds to support credit recovery/credit accumulation programs; the funds will also support inquiry and data analysis.
- Tax Levy Funds will be used to purchase supplemental resources and or materials to support differentiated instruction.

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	50	50	50	50	17	0	1	5
10	0	40	40	0	15	0	1	2
11	0	30	40	0	10	0	0	1
12	28	21	56	26	10	0	0	1

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	<ul style="list-style-type: none"> - After school and morning tutoring - double instructional period blocks during the day - resource/SETTS room classes and inclusion classes during the day - Off track credit bearing classes both during and after the school day. - Differentiated Instruction and implementation of multiple learning intelligences methodology - Acuity Assessments - Performance Series - Project-based Learning application - Independent-Study Project implementation
Mathematics	<ul style="list-style-type: none"> - The Combination of differentiated instructional strategies, guided programming to meet at risk students' needs; extended day mentoring and tutoring; collaborative learning, project-based learning; Saturday academy and holiday-break academy for credit accumulation. Evaluations like, <i>Performance Series</i> and <i>Acuity Assessments</i>, which serve as diagnostics to determine math levels and gauge student progress; will assist us in bridging the achievement gap.
Science	<ul style="list-style-type: none"> - After school and morning tutoring - off track credit bearing classes both during and after the school day - Resource room and inclusion classes during the day. - Regents diagnostic tools - Project-based Learning - excursions and independent study research
Social Studies	<ul style="list-style-type: none"> - After school and morning tutoring - off track credit bearing classes both during and after the school day - Resource room and inclusion classes during the day. - Regents Diagnostic tool - Saturday Academy - Online Credit Recovery Tool - Multiple Intelligence methodology to foster reading comprehension and increase cognitive

	demands
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> - Group counseling - individual counseling - conflict resolution - Parent conferences w/content area teachers re: at risk students.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> - Group counseling - individual counseling - conflict resolution - Parent conferences w/content area teachers re: at risk students. - Annual and Tri-annual reviews conducted. Recommendations by school or parent.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> - Counseling, Annual and Tri-annual reviews. School reviews work for suspended students.
At-risk Health-related Services	<ul style="list-style-type: none"> <input type="checkbox"/> - Off site and on site upon referral as needed.



BRONXWOOD PREPARATORY ACADEMY

921 East 228 Street, Bronx, New York 10466 Tel (718) 696-3820 Fax (718) 696-3821

Janet Gallardo, Principal

PARENT INVOLVEMENT POLICY

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;

Bronxwood Preparatory Academy'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;

Mrs. Janet Gallardo, Principal

Date



BRONXWOOD PREPARATORY ACADEMY

921 East 228 Street, Bronx, New York 10466 Tel (718) 696-3820 Fax (718) 696-3821

Janet Gallardo, Principal

SCHOOL-PARENT COMPACT

Bronxwood Preparatory Academy, 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 with 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.

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

Principal Signature

Date signed

PLEASE RETURN THIS DOCUMENT TO THE SCHOOL, SIGNED AND DATED.

Thank you for your cooperation.

Parent/Guardian:

I, too have read and understand the rules and regulations and understand them pertaining to Bronxwood Preparatory Academy and I agree to comply with the school rules and regulations.

Parent name (print)
Date signed

Parent's signature

Student:

I have read and understand the rules and regulations of Bronxwood Preparatory Academy and agree to comply with them.

Student name (print)
Date signed

Student signature

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _11x514_____ **School Name:** ___Bronxwood Preparatory Academy_____

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

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

Category: Basic Focused Comprehensive

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

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

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

Based on the 2009 scholarship Report data, our school's ELA Regents' passing rate was 58.62%. Our school's 2010 scholarship Report shows a small increase in percentage, from 58.62% to 60.00%, nevertheless, we did not meet a satisfactory passing standard. In 2009, our scholarship report course total passing percentage for ELA was 66.05%; a passing percentage, but not a satisfactory standard. In 2010, our school's total course passing rate was 65.39%, which suggests a slight drop. To continue, we did not meet our Adequate Yearly progress for school year 2009-2010 and 2010-2011. Considering the aforementioned, we have made gains per semester; as indicated in the STARS regents' summary report, in term 2 of 2010, of a total of 75 students, 61 pass the ELA exam. This data connotes, that our support structures are effective and are breaking barriers, but in all, the data is still in need of improvement.

Based on our 2010-2011 school report card we missed our AYP in test performance by 7 points in math. Our school score for test performance in math was 153. Our effective AMO was 160. Our safe harbor was 158. Therefore we will continue to double our efforts to increase the passing rate in mathematics Regents and participation rate to meet our set criteria.

Be that as it may, it is our concerted belief as a learning community that high level literacy proficiency skills ultimately, strengthen academic proficiency in other content areas.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Utilize budget to hire a Literacy coach to continue working with the ELA instructors on: curriculum mapping, curriculum development; differentiated instruction; research development; project-based learning; cooperative learning; class management strategies; thinking skills assessment and rubric development.
 - Utilize Learning Support Organization Instruction Specialists to provide presentation and professional development on: Teaching literacy; teaching academic content to English Language Learners and students with Special Needs; using specific texts and or instructional tools to make academic content more comprehensible; development of student goals.
 - Identify students in need of meeting 65% and or higher criteria. Engage students in simulated Regents examinations and by measure of inquiry perform question item analysis.

- The budget will be used to offer teacher per session hours to plan professional development; development curriculum maps; plan and or create standards -based rubrics.
- Provide students with morning and after school tutoring and holiday credit recovery opportunities throughout the year.
- Flexibility in teacher program will demonstrate common meeting times for instructional planning and shared-decision making.
- We will also conduct qualitative professional development on designing coherent curriculum; based on Grant Wiggins and Jay Mc Tighes’s research on Understanding by Design. The rationale, for this is to guide our teachers in the conceptual and purposeful development of a unit plan. Our plan is to by measure of modeling and teacher engagement in concrete unit development tasks, that standards-based, CCLS aligned unit plans will be the result; that by consequence of unit formation and development, ultimately, student comprehension and learning will increase. The research requires that teachers develop concrete goals; that those goals are varied as to include: transfer, knowledge; skills and meaning goals; that understandings, essential questions; declarative and procedural knowledge; evidence (performance tasks) and learning plan be aligned to meet a common purpose.

Part B: For Title I SINI Schools Only

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

Our title 1 10% funds will be used to help our students improve in their literacy and math skills and meet with greater success in passing the corresponding Regents accordingly to move towards meeting graduation requirements. The funds will be used to:

- Utilize budget to hire a Literacy coach to continue working with the ELA instructors on: curriculum mapping, curriculum development; differentiated instruction; research development; project-based learning; cooperative learning; class management strategies; thinking skills assessment and rubric development.
- Identify students in need of meeting 65% and or higher criteria. Engage students in simulated regents examinations and by measure of inquiry perform question item analysis.
- Flexibility in teacher program will demonstrate common meeting times for instructional planning and shared-decision making.
- The budget will be used to offer teacher per session hours to plan professional development; development curriculum maps; plan and or create standards -based rubrics.
- Budget will be used to purchase new and or updated test preparation materials. Content specific graphic organizers and classroom libraries.
- Periodic Assessments and Performance Series will be utilized to help the school identify skills where students need improvement. The primary focus will be ELA and Mathematics. Performance Series is propitious because it assists in identifying a student’s grade level in math and or ELA. Acuity Assessments provide item analysis and illustrate areas of improvement and or progress. Other systems that provide data are the ITT Data Tool, ARIS and ATS; we use the aforementioned reports as one way to identify trends and patterns among students in different subject areas. This information gives us information to make budgetary decisions regarding programs.
- Purchase software to enhance the ELA and math content areas as well as other subjects.

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

New teachers are assigned a school-based mentor to help them through the challenges of their first year. At our school, the new teachers develop a special relationship with their school-based mentor, who is there to help them grow quickly as a teacher. A mentor will assist a new teacher by planning with them, viewing their classroom practice, and conference with them to help them reflect on their teaching practice. Our mentors utilize a research-based Framework such as Santa Cruz or Danielson, to make certain they are focusing on areas they know will improve teacher practice and student performance. And this allows the Mentor to work with the teacher as they grow in the different components of teaching. In addition, our teachers and mentors work together on teacher and inquiry teams to look at student work and performance data so that teaching practices and curricula can be adjusted to best meet the needs of our students. This together with the school's professional development helps to focus our teachers on the school's mission and vision and how to best work with our students to meet our rigorous goals. New York State requires individuals with a Professional Certificate to complete 175 hours of professional development every five years to maintain their certification.

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

Host ongoing monthly Parent Meetings to notify parents about the school's identification for improvement (SINI), their child/children participation in a 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. The school will provide written resources to our parents, telephone communications, emails, as well as 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. And the school will maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops to assist parents and families in sharing information and understanding of the School In Need of Improvement funding, school options for their children, and make certain that the extent possible all communications are provided in a language that parents can understand.

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/ Lawrence Pendergast	District 11	Borough Bronx	School Number 514
School Name Bronxwood Preparatory Academy			

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

Principal Janet Gallardo	Assistant Principal Javier Trejo
Coach type here	Coach type here
ESL Teacher Timon Munting	Guidance Counselor John Molina
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Sandy Genaro	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	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
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D. School Demographics

Total number of students in school	420	Total Number of ELLs	30	ELLs as share of total student population (%)	7.14%
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Part II: ELL Identification Process

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

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

1. Identification of LEP students is done by adhering to the New York State LEP Identification Process. Upon enrollment of a new admit the HLIS is administered by a counselor and licensed pedagogue. BPA makes it our policy that an informal interview is administered either in the native language and/or English. This is usually done by the counselor and/or ESL coordinator (ESL certified). If it is determined that the student has a home language other than English and speaks little or no English an initial assessment is administered (LAB-R) by a licensed ESL teacher. The initial screening, HLIS, and LAB-R is administered by the ESL Coordinator (Mr. Munting, MS in TESOL). If the student scores at the beginning, intermediate, or advanced level on the LAB-R the student is placed in our freestanding ESL program alongside parental approval and notification, and based on parental choice. Upon entry of the ESL program the student is required by law to take the annual NYSESLAT. Based on the score achieved on the NYSESLAT the student either continues to be entitled for ESL services or he/she enters the general education program if a level of proficiency (p) is scored. The NYSESLAT is administered by the ESL department based upon the calendar received from the New York State Department of English Language Learners. The ESL coordinator (Mr. Munting) organizes a rigid schedule that is disseminated to faculty and staff well before the actual administration of the exam. All faculty and staff are notified through memos and during weekly faculty meetings that ESL students will be testing and that these students should be excused from any classes they might be missing.

5. Based on the parent survey and program selection form and LAB-R/NYSESLAT, students are placed in to the appropriate program at Bronxwood Preparatory Academy at the appropriate level. The default program option for ELL students whose parent survey and program selection form is missing or incomplete is TBE. Since we do not have the required number of ELL students (20) that are identified as having the same home language per grade level requiring ELL services and choosing either TBE or Bilingual program as their first selection on the parent survey and program selection form, students are placed in our Freestanding ESL program. Parents whose first choice does indicate either TBE or Bilingual programs are informed that we will put their student on a waiting list for their desired program when and if it were to be offered at BPA. We inform the parent that their child will be placed in the offered Freestanding ESL program and that they can petition with the NYC Dept of education for a transfer to a school providing the desired program based on language needs.

6. The trend in program choices that parents have requested over the past few years here at BPA is the Freestanding ESL program. The program model offered at our school is aligned with parental requests since they indicate Freestanding ESL services as their first program choice. Alignment between parent choice and program offering is a priority at BPA and is monitored by the ESL coordinator and school administration.

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"/>				school
This 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	13
SIFE	6	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	10

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	7	0	0	13	5	4	10	1	9	30
Total	7	0	0	13	5	4	10	1	9	30

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

C. Home Language Breakdown and ELL Programs

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

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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

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
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: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	8	7	1	27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	0	0	0	12	10	7	1	30

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. (a) Bronxwood Preparatory Academy has a freestanding ESL program based on program choice forms and the number of ELL's enrolled in our school. We follow a push-in/pull-out mode. Students are pulled-out based on their individual needs and based on the ESL teachers' discretion. (b) The program model is a heterogeneous model in that mixed proficiency levels travel together. Furthermore, all ELL students within a grade level travel together.

2. In accordance with CR Part 154, BPA has structured its ESL program to provide all ELL students with the appropriate amount of ESL and English Language Arts instructional units. (a) All advanced ELLs take 45 minutes of ELA/ESL instruction daily. They receive at least 180 ESL minutes as well as 180 ELA minutes per week through a push-in/pull-out ESL model. Likewise, intermediate ELLs are provided with at least two units of ESL instruction a week, which equals to at least 360 minutes a week using a push in/pull-out model. Beginner ELLs are provided with three instructional units per week which totals at least 540 instructional minutes. All services are provided by licensed ESL teachers. ESL teachers will be working with ELL students to meet ESL and ELA standards and to provide the mandated minutes of instruction according to students' proficiency levels.

3. Content area classes are all taught by licensed content area teachers, who have been involved in both internal professional development and QTEL trainings, and have also been briefed in grade level meetings on the needs of the individual ELL students in their classes. They work to differentiate their instruction to facilitate the lower level ELLs' comprehension, and are offered help by the ESL specialists with individual cases. Content level classes are taught in English, and content area resources are provided in English. Students have access to the specialized ESL library, which consists of teaching aids in content areas, specifically focusing on Global Studies topics, an area in which ELLs have shown a lot of weakness in the past. Students are also provided with bilingual glossaries and in

A. Programming and Scheduling Information

Regents classes teachers are strongly encouraged to give students any practice Regents work in the native tongue as ESL students have the right to take all Regents (except of of the ELA Regents) in their native tongue. Students also have access to content-area individualized tutoring, as well as Regents level tutoring by ESL specialists.

4. Students are appropriately evaluated in their native language by ensuring their entitlement to translated Regents exams, glossaries and other pertinent evaluatory materials. The ESL department makes sure to disseminate memos and bilingual glossaries to content area teachers and ensures that all ELL's are provided with translated Regents exams. The Spanish LAB is also used to evaluate ELLs in their native language.

5. Native language support is offered to all ELLs across content area classes.

(a) BPA services provided for our SIFE students include one-on-one tutoring and after-school help. The administration also makes every effort to inform the faculty of our SIFE students and strategies that will assist the faculty in dealing with them. SIFE students will be provided with the opportunity to attend a NYSESLAT Prep class and various Regents Prep classes after school. SIFE students are given all of the regular ESL accommodations, in addition to individualized programs to help with specific needs, whether they are college-based, Regents-based, or content specific. Additionally, they have access to the ESL library, which is specifically geared towards SIFE students, and supplements content-area texts in subjects such as Global Studies and Earth Science. In the classroom SIFE students are closely monitored to ensure that sufficient understanding and comprehension of the materials being taught is taking place. Classroom teachers use a multitude of strategies to ensure that SIFE students are given the best instruction available. Prior knowledge is activated on a daily basis to help students relate and make connections to the materials being taught. We encourage all teachers to use plenty of visuals and graphic organizers to reinforce what is being taught. We also provide ample opportunity for SIFE students to use various technologies in order to help them get familiar with a technology driven society. Building the native language is also encouraged by the use of bilingual texts and by creating cooperative group learning experiences where lower level students are paired with higher level students. We have purchased a high interest-low reading level library to help assist SIFE students struggling with the reading component of the NYSESLAT. SIFE students are tested by using Scantron performance series and Acuity. Based on their results individualized teaching plans and techniques are implemented to assist their needs.

(b) Our plan for ELLs in the country less than three years includes access to 540 instructional minutes per week of instruction with a certified ESL teacher, access to additional tutoring services before and after school, access to our ESL library and online resources, and additional individualized plans to suit their future goals, whether this be a Regents or NYC Diploma. In addition to instruction on language development and cultural awareness, students are provided instruction with the goal of simplifying language and amplifying content. Strategies include hands-on demonstrations, opportunities for role play, journal writing using native language or pictures. Students are taught basic vocabulary and are provided print rich materials to support their oral language development.

(c) Our plans for ELLs receiving service from 4 to 6 years includes a push to advance or test out of the program on the NYSESLAT exam; to accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, as well as in-class instruction. Students are also encouraged to complete work at or above grade level, in

A. Programming and Scheduling Information

the mainstream environment. Students strengthen their language acquisition skills. Instruction focuses on explicit vocabulary building and intensive academic literacy skills building. Teachers across content areas incorporate building skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

(d) Our plan for the long term ELLs involves a similar push to advance or test out of the program, if their English levels have advanced to proficient, and they can succeed at the mainstream, grade level. To accomplish this, we provide one-on-one NYSESLAT tutoring after school two times per week, as well as in-class instruction.

Instruction includes: expand on figurative languages study, strengthen academic language skills, focus on reading and analyzing non-fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs.

6. Where applicable, special education students are given resource room as a support class and also attend self-contained classes in the content areas with licensed special education teachers. All special education students are given the same instructional services as their peer general education ELLs. Our plan for ELLs who have been assessed as having special needs includes a close collaboration with the Special Education department to identify and work with their particular accommodations. These children are serviced by both the ESL department and the Special Education department, and a collaborative approach is taken to their advancement and eventual mainstreaming. Differentiated instructional techniques are used in the class to help assist the students with comprehension and understanding. Based on their IEP and collaboration with the IEP coordinator, instruction is tailored to meet the students' language needs as well as providing support with any cognitive needs the student might have. We encourage all teachers to use a variety of differentiated instructional approaches such as, but not limited to, the use of manipulatives, graphic organizers, visuals, engaging prior knowledge, rewording texts, group work, etc... AIS tutoring and afterschool tutoring is also available to all ELL special education students to help assist with homework, language needs, and any of the modalities they might be struggling with. All special education ELLs are also tested using Scantron performance series and Acuity. The results generated by these exams helps create tailored instruction for each student as well as allowing teachers to see potential gains or areas of need for each student.

7. The ESL, special education, and content area teachers collaborate in weekly inquiry team, grade and department meetings to discuss and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our certified ESL teacher's schedule is flexible enough to

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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	

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 program for ELLs in Math, ELA, and other content areas includes grade level meetings with content teachers to collaborate and identify students who need extra help or are at risk; a mentoring program to provide at risk students with additional support; accessing ARIS and other technological tools to aid in developing background information to make informed decisions; and working closely with the guidance department and the inquiry team to identify and encourage alternative educational programs if the situation calls for them. Most intervention services are offered in English with the option of translations being made available when necessary. The ESL coordinator also frequently checks with the ELA, Math and other content area teachers to evaluate student progress and to monitor targeted intervention for students at risk. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT), Saturday academies, credit recoveries (during school breaks), and mandatory tutoring to pulling out specific students from content area classes targeting their Math and ELA proficiencies. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their needs.

9. Our continued transitional support for ELLs who have achieved proficiency on the NYSESLAT Exam includes continued access to our ESL services on a on-demand basis, a continued accommodation on all testing allowed for under the law, and continued mentoring and individualized programs to help with transition to the post-high school graduation level. For the upcoming school year, we will be continuing to target full compliance with servicing our ELL population. We will continue to offer both self-contained and push-in, team teaching, models of instruction for our population. We will be offering Regents Exam tutoring services, as well as NYSESLAT Exam tutoring, for our ELL's after school, for one hour a day, two times per week (offered by the two ESL teachers). Tutoring and PM school are also available with content teachers before and after the instructional day. We will also be targeting multicultural learning experiences out of the classroom with content-focused field trips, to museums and to cultural attractions in New York City.

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

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

D. Professional Development and Support for School Staff

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

1. Professional development for ELL staff, which currently consists of Mr. Munting, includes access to QTEL Institute for Secondary English Language Learners Training, and periodic attendance at other ELL Instructional workshops off site. Training on ELL identification, placement and instructional strategies is offered to assistant principals, content area teachers, special teachers, guidance counselors, the office staff and the parent coordinator. We will also be coordinating and implementing two professional development activities, the Teaching Content to English Language Learners; and Literacy Across the Curriculum workshops with the in-school literacy team, consisting of administration, ELL teachers, ESL teachers, and an outside consultant.

2. Many content-level staff members have been sent to QTEL Training, to assist in their handling of ELL's making the transition from the middle school level into the a secondary school setting. Staff members are also briefed on the student levels of the ELL's entering their classes, and push-in services are offered by the ESL department to content-level freshman classes. Content level teachers are also briefed in grade-level meetings on the progress and status of ELLs. All staff members including secretaries and the parent coordinator are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are hosted by both the content-area staff members, as well as outside consultants and specialists. Staff members have also been offered the opportunity to attend a variety professional development opportunities regarding ELL strategies pertaining to content specific classes.

3. Bronxwood Preparatory Academy will and has committed time, energy and resources to professional development activities. Our ESL coordinator is also in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members are trained for a minimum of 7.5 hours of ESL training as per Jose P. by seminars and inquiry led by qualified personnel. Records of these meetings are kept in the Principals office. In the training all teachers of ELLs will be exposed to the following topics for the 2011–2012 school year:

- Differentiated Instruction
- Balanced Literacy Approach
- Writing strategies

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- Differentiated Instruction
- Balanced Literacy Approach
- Writing strategies
- Reading across subject areas
- Group activities
- Literacy approaches
- Interdisciplinary approaches
- Project planning
- Strategies to increase student achievement
- Classroom management

As teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing skills. This year we have and will continue to create study groups with staff

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)		
<p>1. Professional development for ELL staff, which currently consists of Mr. Munting, includes access to QTEL Institute for Secondary English Language Learners Training, and periodic attendance at other ELL Instructional workshops off site. Training on ELL identification is offered to assistant principals, content area teachers, special teachers, guidance counselors, the office staff and the parent coordinator. We will also be coordinating</p>	<p>Dual Language</p>		
<p>Content to English Language Learners, and Literacy Across the Curriculum workshops with the in-school literacy team, consisting of administration, ELL teachers, ESL teachers, and an outside consultant.</p>			
<p>2. Many content-level staff members have the transition from the middle school level</p>			
<p>content-level freshman classes. Content level teachers are also briefed in grade-level meetings on the progress and status of ELLs. All staff members including secretaries and the parent coordinator are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are</p>			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
<p>TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.</p>			

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- Writing strategies
- Reading across subject areas
- Group activities
- Literacy approaches
- Interdisciplinary approaches
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- Strategies to increase student achievement
- Classroom management

As teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing skills. This year we have and will continue to create study groups with staff members to become more knowledgeable on how to instruct ELLs and increase their language proficiency skills

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. Bronxwood Preparatory Academy has several procedures in place to ensure parents of ELL students are involved in the school community/culture. Frequent communication is published, translated and mailed about school policies, news, and events. On the individual level, the staff seeks information about the parents' lives of our students (e.g., cultural heritage, socioeconomic background, literacy level and household composition). Teachers listen to parents' concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family, drawing on their knowledge. The parent coordinator facilitates the parent association, which meets monthly. Through this forum, parents are encouraged to volunteer at Bronxwood Preparatory Academy during the school day. Our parent coordinator along with our ESL coordinator, also perform workshops specifically tailored to ELL parents. Peer volunteers will be assigned to serve as Cooperative Learning Partners to LEP students in other classes. Para-professionals will also be assigned to the ESL course to provide support in guided/cooperative learning activities. Parental involvement includes the school Parent Teacher Association, periodic parent-teacher conferences, and content-specific parent outreach programs that aim to involve parents in their children's education. These programs involve helping parents to understand graduation requirements, transcripts, and resources available to them and their children.

2. Not applicable at this time.

3. Needs of parents are evaluated through parent outreach programs and the Parent Teacher Association, designed to inform and assess the demands of our community and population.

4. Needs of the parents, such as understanding graduation requirements, reading transcripts, working on financial aid, and general graduation requirements, are addressed through periodic outreach to our ELL community. These workshops are organized through our administration, parent coordinator, and ESL department and are held on Saturdays to accommodate parents' busy schedules.

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.)

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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 program for ELLs in Math, ELA, and other content areas includes grade level meetings with content teachers to collaborate and identify students who need extra help or are at risk; a mentoring program to provide at risk students with additional support; accessing ARIS and other technological tools to aid in developing background information to make informed decisions; and working closely with the guidance department and the inquiry team to identify and encourage alternative educational programs if the situation calls for them. Most intervention services are offered in English with the option of translations being made available when necessary. The ESL coordinator also frequently checks with the ELA, Math and other content area teachers to evaluate student progress and to monitor targeted intervention for students at risk. The intervention services offered at our school range from: after school tutoring sessions (Regents and NYSESLAT), Saturday academies, credit recoveries (during school breaks), and mandatory tutoring to pulling out specific students from content area classes targeting their Math and ELA proficiencies. Students are regularly scheduled for AIS tutoring with specific content area teachers based on their needs.

9. Our continued transitional support for ELLs who have achieved proficiency on the NYSESLAT Exam includes continued access to our ESL services on a on-demand basis, a continued accommodation on all testing allowed for under the law, and continued mentoring and individualized programs to help with transition to the post-high school graduation level. For the upcoming school year, we will be continuing to target full compliance with servicing our ELL population. We will continue to offer both self-contained and push-in, team teaching, models of instruction for our population. We will be offering Regents Exam tutoring services, as well as NYSESLAT Exam tutoring, for our ELL's after school, for one hour a day, two times per week (offered by the two ESL teachers). Tutoring and PM school are also available with content teachers before and after the instructional day. We will also be targeting multicultural learning experiences out of the classroom with content-focused field trips, to museums and to cultural attractions in New York City.

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C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

1. Professional development for ELL staff, which currently consists of Mr. Munting, includes access to QTEL Institute for Secondary English Language Learners Training, and periodic attendance at other ELL Instructional workshops off site. Training on ELL identification, placement and instructional strategies is offered to assistant principals, content area teachers, special teachers, guidance counselors, the office staff and the parent coordinator. We will also be coordinating and implementing two professional development activities, the Teaching Content to English Language Learners; and Literacy Across the Curriculum workshops with the in-school literacy team, consisting of administration, ELL teachers, ESL teachers, and an outside consultant.

2. Many content-level staff members have been sent to QTEL Training, to assist in their handling of ELL's making the transition from the middle school level into the a secondary school setting. Staff members are also briefed on the student levels of the ELL's entering their classes, and push-in services are offered by the ESL department to content-level freshman classes. Content level teachers are also briefed in grade-level meetings on the progress and status of ELLs. All staff members including secretaries and the parent coordinator are given training in periodic professional development seminars, held both on-site and off-site, throughout the year. These professional development opportunities are hosted by both the content-area staff members, as well as outside consultants and specialists. Staff members have also been offered the opportunity to attend a variety professional development opportunities regarding ELL strategies pertaining to content specific classes.

3. Bronxwood Preparatory Academy will and has committed time, energy and resources to professional development activities. Our ESL coordinator is also in constant contact with content area teachers to help refine instructional strategies specifically related to the ELL population. Throughout the year all staff members are trained for a minimum of 7.5 hours of ESL training as per Jose P. by seminars and inquiry led by qualified personnel. Records of these meetings are kept in the Principals office. In the training all teachers of ELLs will be exposed to the following topics for the 2011–2012 school year:

- Differentiated Instruction
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- Writing strategies

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- Balanced Literacy Approach
- Writing strategies
- Reading across subject areas
- Group activities
- Literacy approaches
- Interdisciplinary approaches
- Project planning
- Strategies to increase student achievement
- Classroom management

As teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing skills. This year we have and will continue to create study groups with staff

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As teachers work to plan collaboratively, we will continue to focus on professional development to improve students' reading and writing skills. This year we have and will continue to create study groups with staff members to become more knowledgeable on how to instruct ELLs and increase their language proficiency skills

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. Bronxwood Preparatory Academy has several procedures in place to ensure parents of ELL students are involved in the school community/culture. Frequent communication is published, translated and mailed about school policies, news, and events. On the individual level, the staff seeks information about the parents' lives of our students (e.g., cultural heritage, socioeconomic background, literacy level and household composition). Teachers listen to parents' concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family, drawing on their knowledge. The parent coordinator facilitates the parent association, which meets monthly. Through this forum, parents are encouraged to volunteer at Bronxwood Preparatory Academy during the school day. Our parent coordinator along with our ESL coordinator, also perform workshops specifically tailored to ELL parents. Peer volunteers will be assigned to serve as Cooperative Learning Partners to LEP students in other classes. Para-professionals will also be assigned to the ESL course to provide support in guided/cooperative learning activities. Parental involvement includes the school Parent Teacher Association, periodic parent-teacher conferences, and content-specific parent outreach programs that aim to involve parents in their children's education. These programs involve helping parents to understand graduation requirements, transcripts, and resources available to them and their children.

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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)										3	1	0	0	4
Intermediate(I)										4	4	4	1	13
Advanced (A)										5	5	3	0	13
Total	0	0	0	0	0	0	0	0	0	12	10	7	1	30

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2	0	1	0
Integrated Algebra	11	0	4	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	6	0	6	0
Living Environment	6	0	2	0
Physics	0	0	0	0
Global History and Geography	10	0	3	0
US History and Government	1	0	1	0
Foreign Language	0	6	0	5
Other				
Other				
NYSAA ELA				

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Not Applicable

2. What is revealed across the data patterns across proficiency levels on the LAB-R and NYESESLAT is that most of our students struggle with reading and writing skills. Their BICS (Basic Interpersonal Communication Skills) are generally speaking a lot more advanced than their CALPS (Cognitive Academic Language Proficiency Skills).

3. Patterns across the NYSESLAT modalities will affect instructional decisions in that teachers will focus on improving a students lowest modality while maintaining and also improving their highest modalities as well. Teachers will be able to target specific areas such as reading and writing, and help improve student outcomes as well as proficiency levels.

4. (a) Analyzing the data on ELL students suggests that our ELLs need to improve Reading and Writing skills since this represented the greatest weakness on the available testing data (NYSESLAT, LAB-R, Periodic Assessments

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: Bronxwood Preparatory Academy **School**

DBN: 11X514

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Gallardo	Principal		1/1/01
Javier Trejo	Assistant Principal		1/1/01
Brenda Batista	Parent Coordinator		1/1/01
Timon Munting	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
John Molina	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 514 School Name: BRONXWOOD PREPARATORY ACADEMY

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.

We conducted a survey for parents/guardians which included written translation and oral interpretation needs. The survey concluded that a significant percentage of our parents/guardians needed written translation/oral interpretation services. We will continue to collect data on our students' family needs to ease communication between Bronxwood Preparatory Academy and the community.

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.

Based on our research, we found out that over 45% of our parent representation speaks Spanish. Be that as it may, over 15% feel more comfortable speaking their first language and need interpretation and written translation services.

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.

Our parent coordinator translates written communication to families. Every communication sent home, i.e., calendars, school policy notifications PA flyers, trip forms, are translated.

Our staff will also translate:

NCLB communications not available from the NYC DOE.

Students' academic performance and approaches to increasing achievement, for example during open school night.

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

Our students, PA, teachers, school aides and guidance counselors, will provide oral interpretation services to families.

Our staff will interpret:

NCLB communications not available from the NYC DOE.

Students' academic performance and approaches to increasing achievement, for example during open school night.

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

Our parent coordinator and other school staff will provide oral interpretation and written translation services to families.

Our staff will interpret:

NCLB communications not available from the NYC DOE.

Students' academic performance and approaches to increasing achievement, for example during open school night.

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: BRONXWOOD PREPARATORY ACADEMY	DBN: 514
Cluster Leader: 6	Network Leader: Larry Pendergast
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 28 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> 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 type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

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:

NYSESLAT Preparation Program:

The program is targeted for all ELLs on all levels (beginners, intermediate or advanced). The program will provide an instructional plan that is aligned with mandated ESL/ELA and content learning standards and the core curriculum. Through the primary use of the NYSESLAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. The teachers will model the use of the language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research.

In this program, the students will read short stories, analyze picture books, listen to audio and media presentations; read documents and retell what they read; write letters and critique each other's writing; draw picture summaries, observe patterns and chronology in pictures/diagrams; essay writing, view, listen and discuss literature of different genres; make predictions and inferences; oral presentations and evaluate them.

The goal of this program is to help students meet the New York State English Language ability requirement and this can only be done by passing the NYSESLAT. This program will continue in the spring based on budget allocations.

Frequency of the program/activity: Twice a Week (Monday and Wednesday)

Teachers: 1 (ESL)

Resources: NYSESLAT Preparation text, core subject textbooks, libraries, standard-based instructional materials.

Facilities: regular classrooms/ESL Office

Assessment: oral presentations, portfolio, written project, and other forms of testing.

Beginning time: after-school from 3:35pm-4:35pm

- One hour per session
- 34 total hours per semester

Part B: Direct Instruction Supplemental Program Information

- 17 week program
- Beginning date: February 1, 2012

Measurable outcomes: Higher NYSESLAT, ELA and Social Studies passing average.

Proposed Supplemental Instructional Activity #1

Regents Preparation Program:

The program is targeted for ELLs in the 10th/11th grade and who are enrolled in both English and Social studies courses, which lead up to a New York State Regents examination. The program is targeted for all ELLs on all levels (beginners, intermediate or advanced). The program includes required components of essays, research reports, creative writing; mock testing, social history research and a unit on Regents study skills. Every student in this program will receive a Regents practice guide for both Social Studies and English and will receive Regents preparation assignments during the sessions. In addition, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Language Arts, and Global Studies/United States History Regents. The goal of this program is to equip all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards. This program will continue in the spring based on budget allocations.

Frequency of the program/activity: Twice a Week (Tuesdays and Thursday)

Teachers: 1 (English/Social Studies)

Resources: Folders, regents practice guides, loose-leaf binder; Public Library; history/literature books.

Facilities: regular classrooms/ESL Office

Assessment: research reports, testing, oral presentations, and group collaboration.

Beginning time: after-school from 3:35pm-4:35pm

- One hour per session
- 34 hours total per semester
- Beginning date: February 1, 2012
- 17 week program

Measurable outcomes: students will move-up from beginner to intermediate, or from intermediate to advanced. Higher NYSESLAT, ELA and Social Studies passing average.

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:

Proposed Supplemental Professional Development Activity #1

Literacy Across the Curriculum workshops: The goal of these workshops is to improve student literacy across the curriculum and prepare all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards. A literacy team, consisting of the Vice Principal, ELA Teachers, ELL Teachers, the literacy coach/LSO ELA Specialist, and Principal, will be set-up. This team will meet with literacy experts to discuss strategies and methodologies that are helpful in promoting literacy across the curriculum. The team will also be in charge of providing the school with appropriate age-leveled- reading materials. The team, along with the outside experts, consisting of either the LSO ELA Specialist or the Literacy Coach, will provide professional development to all staff members who are not a part of the literacy team. These professional development sessions will take place. These workshops will support the instructional programs by providing strategies and methods that assist in teaching literacy across the curriculum. The workshops will give teachers knowledge on leveling reading materials and provide numerous resources for literacy/language development.

Frequency of workshops: 4 sessions

Resources: PowerPoint, LCD projector, standard-based reading materials.

Measurable outcomes: observable change in pedagogical practice.

Time: After-school from 3:35pm-4:35pm

Participants: All instructional staff and supervisors.

Proposed Supplemental Activity #2 (Continuation of Professional work)

Closing The Achievement Gap Workshops: The Literacy team will read: Closing The Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Language Learners. In addition, the Literacy team will provide professional development based on this book; each member of the team, after collaboration, will work on a part of a two hour presentation on his/her findings during the February 1st professional development.

This workshop will cover:

Part C: Professional Development

- The four keys for school success for older English learners
- Clear distinctions among the types of older English learners in our schools with examples of students from each category
- A thorough discussion of the kinds of language proficiency older English learners need
- Latest research on effective practices for older English learners
- Professional extension activities to help readers apply the information in this book to their own educational setting.

Frequency of workshops: 6 hours total/6 sessions: 1 hour each (3 hours meeting/discussion-Literacy Team; 1 hour organization of presentation in Literacy Team; 2 hours of presentation during the Professional Development)

Resources: book: Closing The Achievement Gap: How to Reach Limited-Formal-Schooling and Long-Term English Learners

Measurable outcomes: based on workshop survey, teacher observation by supervisors.

Facilities: School Library or auditorium/classroom

Time: Meeting/Discussion/organization-Period 6, 4 hours; Professional Development-2 hours

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:

Proposed Parental Involvement Activity

Parental Involvement in Student Education

The program will include sessions, to be hosted by the ESL teachers and the Vice Principal, on graduation requirements, interpreting transcripts, how parents can help in their children's educations, and what resources are available to them and their children to succeed in school.

Frequency of workshops: 4 Sessions, to be held over 4 Saturdays mornings.

Part D: Parental Engagement Activities

Facilities: Library/Outside Facilities, Community or Recreation Center

Measurable outcomes: Parents will become more involved in their children’s academic progress

Time/Date: Saturday 9am-12pm, 4 sessions, starting Feb. 11th

Licensing: ESL and English

How many parents: 15 to 20

Teachers: 2/Plus Vice Principal

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$8,181.96	2 teachers x 4hrs per week x 17 weeks =136 hrs @\$49.89=\$6,785.04 Professional Salaries-Teacher Study group: 2 teacher x 1hr for 6 sessions = 12 hrs @ \$49.89 =\$596.69 Teacher Study Group: 2 teacher x hr for 4 sessions = 8hrs @ \$49.89=\$399.12 Teacher Per session for parental involvement : 2 teachers x 1hr for 4 sessions =8hrs @ \$49.89 =\$399.12
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$3,308.04	Student Books-Updated version Regents practice guides in social studies and English = \$1,100 Student Books-NYSESLAT PREP updated materials =1,100 Teacher Book/Resources: = \$200

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Across the curriculum ELL Library/resources =\$908.04
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	\$310.00	\$310.00
TOTAL	\$11,800	\$11,800