



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: _____ **BRONX LEADERSHIP ACADEMY** _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ **09x525** _____

PRINCIPAL: _____ **KENNETH GASKINS JR.** _____ EMAIL: _____ **KGASKIN@SCHOOLS.NYC.GOV** _____

SUPERINTENDENT: _____ **WILLIAM CONYERS** _____

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
Kenneth Gaskins Jr.	*Principal or Designee	
Gina Pilotti	*UFT Chapter Leader or Designee	
Vergy Torres	*PA/PTA President or Designated Co-President	
Sylvia Marrero	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Courtenay Fortune	Member/A.P.	
Tanesha Shields	Member/Teacher	
David Weissberg	Member/Teacher	
Emma Carcamo	Member/Teacher	
Errol Hamilton	Member/Parent	
Ervin Torres	Member/Parent	
Charlene Grant	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 <ul style="list-style-type: none">To continue improving school-wide attendance overall; 0.2% by February and another 0.5% by June.
Comprehensive needs assessment <ul style="list-style-type: none"><i>Student attendance has improved this past year from (85.6% overall to 87.7% overall as stated in our Progress Report), but still must improve to reach the Chancellor's goal of 90%</i>Students' achievement is proportional to their attendance; students who have good attendance perform better and achieve more at our school.
Instructional strategies/activities <ul style="list-style-type: none">The school will continue with our attendance team, who will meet on a biweekly basis. This team will be comprised of the following members: the assistant principals, attendance consultant, guidance counselors, family workers, school aides, attendance teacher, and the parent coordinator. Utilizing a variety of ATS attendance reports to help identify these students, the school's attendance team will work closely with parents and students to deliver services on a proactive basis.The attendance committee will monitor attendance (Skedula, Daily attendance sheets, ATS, weekly cut report) on a consistent basis to spot trends in attendance for an individual student or a class or a grade level, paying particular attention to the target population mentioned above. The committee will also keep focus on the first and second period class attendance to better inform teachers of any improvements and to begin discussion for the next steps.Official records of student attendance, RISA, will be included in all report card distribution. Professional development will begin on September 9, 2011 and continue throughout the school year.
Strategies to increase parental involvement <ul style="list-style-type: none">Out Parent Coordinator will provide bimonthly training on Skedula, which gives a snapshot of students' attendance, grades and teachers' assignments, to help parents work with their children to improve their achievement level, e.g., literacy, math, use of technology, and attendance.
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">Music, Art, Sports, and other non – academic courses are what keep students in school. Therefore, we invested in our school by acquiring two highly qualified teachers to teach Drama and music.
Service and program coordination <ul style="list-style-type: none">Continue to work with student support services (sports and arts) to help encourage student attendance and participation in school.
Budget and resources alignment

- Adjust Galaxy budgeting system to reflect joining the CEI-PEI Partnership Service Organization (PSO) and work with their attendance team to coordinate monitoring and outreach efforts. Teacher, Parent coordinator and attendance team positions are funded through Tax Levy Fair Student Funding and TL SBST funding sources..

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To increase the passing percentage, at 65 or above, by 2% of our Global Regents exam for this school year.

Comprehensive needs assessment

- *An analysis of student performance for the past five years on the Global History & Geography Regents has shown our Regents results of students passing the exam at 65 or above. According to our schools Progress Report (2010-11), however, we did show an increase in our numbers.*

Instructional strategies/activities

Continue to use mock Regents exams as an assessment tool for students and teachers. Also give monthly uniform assessments in all Global Studies classes.

Schedule prep classes for students who scored less than 65 on the targeted exam. Common planning time for teachers as well as differentiation of lessons to reach our most needy population. Continue to give uniform assessments and use the data to inform instruction.

Strategies to increase parental involvement

- Our Parent Coordinator will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, use of technology, and attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Workshops and professional development for data analysis, development of uniform assessment by staff developers from our network. Also the addition of RTI to assist teachers not only to identify students' progress but to determine the effectiveness of their teaching.

Service and program coordination

- Outreach to outside vendors to provide enrichment opportunities for students and staff will also be pursued.

Budget and resources alignment

- Budget modifications will be made to provide per session, approximately 15 hours per-teacher, to work on the curriculum and intervention strategies.
- Saturday school and after school prep classes are funded through Tax Levy Fair student Funding sources.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To increase the promotion rate for students in the lowest third by 2% by earning 10+ credits during their first year.

Comprehensive needs assessment

- *An analysis of our promotion data for the past four years (our progress report) shows a decrease in the number of students who are earning 10+ credits in their first year.*

Instructional strategies/activities

- The school will create a "Promotion-At-Risk Team," which will meet on a monthly basis. This team will be comprised of the following members: the assistant principals, guidance counselors, teachers, and the parent coordinator. The school's "At-Risk Team" will work closely with parents and students to deliver services on a proactive basis utilizing report cards, Skedula and a variety of ATS and ARIS reports to help focus the attention where it is needed most.

Strategies to increase parental involvement

- Parent Coordinator and Counselors will 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.

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.

Service and program coordination

- When applicable, the attendance team in conjunction with the guidance staff will utilize the services of community based organizations and mental health providers, in an attempt to meet the needs of students and families.

Budget and resources alignment

- Staff development monies will be allotted for educational and professional development consultants to hold workshops and trainings designed to help teachers with their instruction, as well as to help identify at-risk students and design intervention strategies.
- Saturday school and after school Teacher, Administrator and Paraprofessional positions are supported through Title III immigrant funding sources. Additional support
- Staff will be funded through Tax Levy Fair Student Funding sources.

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	42	54	9	15	100	22	4	6
10	48	40	55	45	110	18	18	3
11	50	32	43	50	60	10	20	4
12	15	17	22	20	30	7	8	5

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Students will receive help during our Credit Recovery program on Saturdays. As well as help from our paraprofessionals using the Wilson Reading Program during the school day.
Mathematics	Credit Recovery (Saturday Program), C.P.M. (College Preparatory Mathematics), (Foundations classes during the school day), Math prep courses.
Science	Teachers are working with students during the school day and during lunch periods. as well as after school in small groups. Also during the fifty minutes extended time after school.
Social Studies	Teachers are working with students in our Saturday Program and also during our After school Tutoring in small group instruction.
At-risk Services provided by the Guidance Counselor	Our counselors provide individual counseling for our at-risk students as well as Family counseling. Group counseling is also provided.
At-risk Services provided by the School Psychologist	Our school Psychologist helps not only with tri-ennials, but also with the evaluations of at-risk students. Based on this evaluation the special education teachers along with parents and general teachers can develop a working IEP.
At-risk Services provided by the Social Worker	Our school social Worker works with our parent coordinator and parents to help in the selection of academic intervention services that will best help their child succeed in school.
At-risk Health-related Services	Diabetic/ Asthmatic and others students excluded from gym are under the watchful care of our school nurse. The nurse works with parents to make sure that the proper procedures are followed for the best care of the child.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- Principal 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;
- Principal will 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;
- Parent Coordinator will 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.;
- Parent Coordinator and Counselors will 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;
- Principal and Leadership Team will 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;
- Parent Coordinator will 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;
- 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 technological accessibility to parents for more direct and instantaneous communication with teachers and also to accurately monitor their child's academic progress;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 promptly 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.

notifications are made (using bilingual translations where appropriate and necessary). Our Open-Door policy and the Parent Coordinator position are also methods by which parents are encouraged to ask questions or receive information regarding the school's identification for school improvement.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ben Waxman	District 09	Borough Bronx	School Number 525
School Name Bronx Leadership Academy High School			

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

Principal Kenneth Gaskins	Assistant Principal Ivan Yip
Coach Patricia Cortez	Coach
ESL Teacher Dana Robertie	Guidance Counselor Sandra Santiago
Teacher/Subject Area Rachel McCormick	Parent Burgy Torres
Teacher/Subject Area	Parent Coordinator Kris Johnson
Related Service Provider	Other
Network Leader Debra Maldonado	Other

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	727	Total Number of ELLs	74	ELLs as share of total student population (%)	10.18%
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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. List notice indicates which students are ELLs. For non-list students, the HLIS is checked by the ESL Coordinator, Dana Robertie. For students new to the NYC public schools, an HLIS is administered by the ESL Coordinator and with the bilingual Spanish counselor, Sandra Santiago, they conduct an oral interview. The HLIS is given in the student's native language when it is available. The LAB-R is administered to those students whose HLIS indicates a language other than English and the students are eligible to be given the LAB-R as indicated by the RLAT in ATS, by the certified ESL Coordinator. All ELLs are given the NYSESLAT annually based on the list of students that are indicated as eligible for NYSESLAT testing in the RLER, RNMR, RLAT reports on ATS, and exam histories. Intensive preparation is given in the classroom and in after-school tutoring programs. The test is administered by the ESL coordinator and a member of the English department, assisted by a bi-lingual paraprofessional, in a separate location in the library with testing modifications for Special Education ELLs followed.

2. Within the first week of school, students new to the school are given registered by the pupil personnel secretary and given the HLIS in their home language, which is interpreted by the ESL Coordinator or a member of the administration. If the HLIS indicates a language other than English, then the parents are sent an Entitlement letter in their home language and the students are given the LAB-R exam. Immediately afterwards, the LAB-R exams are handscored by the ESL Coordinator and if the student tested below the proficient level, the parents will be sent a letter by the ESL Coordinator inviting their parents to an orientation meeting. The letter is provided in the native language where available. The orientation meeting is held within the first 10 days of school. At that time, the ESL Coordinator and the Parent Coordinator explain the different language programs available and parents view the orientation videos in their native language about program choices. The parents are also informed of the current structures in place at the school for language programming. For parents that request TBE or Dual language programs for their child, their names are placed on a waiting list with parents of students of the same language group that have made the same choice while the administration work with teachers and staff to prepare for initiating the program once there are sufficient parent requests to form a class. For parents who do not attend the orientation, follow up letters and telephone calls are made. Copies of the letters are kept on file. For on-going new admits, the same procedures are followed within the 10 day window.

3. Entitlement letters, continuation of entitlement letters and transition letters are sent to parents within the first ten days of admission. Parent program selection forms and parent surveys are sent home with students if the parent has not made a selection after watching the video in their home language at the orientation or in the admissions interview with the counselor. Before being sent home, the letters are copied and stored in the students' cumulative records and in the student records kept in a separate location by the ESL Coordinator. The program selection forms and parent surveys are sent home with the students for parents to fill out and return with the students within the first 10 days of the school year. All forms are copied and stored in the students' cumulative record and in the student records kept in a separate location by the ESL coordinator.

4. Parental decision forms, IEP mandates, and NYSESLAT scores are used to place students in the appropriate program. Where a TBE or Dual language program is indicated on the parental choice form, the counselor, Assistant Principal and Principal explain the

current programs offered in the school to the parent in a formal interview. Parents who request a TBE or Dual language program for their student are then placed on a waiting list with parents of students of the same language group that have made a similar request. The administration will keep track of the waiting list and will determine when there is a sufficient number of students to create the appropriate program.

5. A review of parent choice forms over the past few years shows that in all cases parents choose free-standing ESL programs over other programs. Where a TBE or Dual language program were to be chosen, the Parent Coordinator and ESL Coordinator will discuss the matter with the parent and place their request on the aforementioned waiting list.

6. The Freestanding ESL program offered at this school is in alignment with the parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	33
SIFE	6	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	36

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE										0
Dual Language										0
ESL	23	2	2	15	1	8	36	3	23	74
Total	23	2	2	15	1	8	36	3	23	74

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										34	17	6	7	64
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	0	0	0	0
French										0	1	1	0	2
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										4	2	0	1	7
TOTAL	0	38	20	8	8	74								

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. Instruction is delivered in a Self-Contained ESL model by the ESL Coordinator and a member of the English department.
 - b. The school uses an ungraded, homogeneous program model where the students are placed into ESL classes by their proficiency levels. The levels are determined by NYSESLAT proficiency levels and the RNMR report from ATS. Currently, we have two intermediate/beginner double period classes and 2 single periods of one beginner class and one advanced class.
2. Currently all beginners receive 675 minutes of ESL instruction, which includes a double period block that is mixed with Intermediate students and a single period of continued ESL instruction with just Beginner level students. Intermediate students receive 450 minutes of instruction per week with a double period block of a self-contained ESL class that is mixed with Beginner students. Those Intermediate students that are upper classmen also have a separate ELA class that provides them with 225 minutes of ELA instruction in a mainstream classroom. Advanced students receive 225 minutes per week of ESL instruction and 225 minutes per week of ELA instruction in a mainstream classroom. Tutoring is provided for all ELLs and former ELLs who have difficulties in their content area classes.
3. The content areas are delivered in English by certified teachers who have received training in ESL methodology. Content area teachers collaborate with ESL teachers on a weekly basis at PD grade-level meetings as well as informally. ESL teachers reinforce content material through the SIOP or shelter English method of instruction. Extensive use is made of graphic organizers, KWL charts, outlines, visuals and video, as well as collaborative group work by the content area teachers.
4. When new students enter the school and are identified as ELL's, Spanish speaking students are formally interviewed by the certified bilingual guidance counselor to determine their native language abilities. Students are also given reading and writing diagnostics in their native language when available. Students are also given access to Regents Exams (excluding the English Composition Regents) in their native language.
5. Differentiated Instructional Approaches for ELL subgroups:
 - a. SIFE Students
For SIFE students, high interest novels are provided as reading materials. They also work on their native language literacy skills in their Native Language Arts class. We offer explicit ESL literacy skills and instruction (sheltered instruction, paired work, homogeneous grouping and visual aids, activating prior knowledge). They also have access to graphic text books that are used for instruction in literature, history and science. SIFE students are instructed in the same manner as long term ELLs otherwise. See below.

A. Programming and Scheduling Information

b.0-3 Years.

Students are paired with bilingual paraprofessionals when possible. They are also provided with leveled work, such as high interest, low level readers that are grade appropriate. They work on vocabulary development and translation from native language to English. They work on developing their listening and speaking skills as well. ESL teachers coordinate with content area teachers and help them develop scaffolded activities: templates for writing, audio books, bilingual dictionaries, testing accommodations and after school tutoring. For ELA classes, books in translation have been provided for students when possible. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries where available. Exams are also administered in their home language when available, and if requested.

c. 4-6 years.

For these students, there is more focus on reading and writing. A balanced literacy approach is used. In class time is spent on independent and guided reading. Students work on analysis of literature with close reading assignments, journal writing, scaffolded essays that mimic Regents essays and NYSESLAT writing assignments. We incorporate small group work based on ability level. Academic language and vocabulary in Regents directions are directly taught in preparation for Regents exams. After school tutoring and mock Regents exams are offered to prepare them for exams, and to allow teacher to give the students one-on-one feedback on the deficiencies they need to work on in their writing. During high stakes testing periods, students are tested in separate locations and given extended time.

d. Long Term ELLs

For long terms ELLs who are in need of ESL services because of truancy or poor attendance, collaboration with attendance officers and the guidance department is used to set up interviews with the families to discuss long range plans which may include counseling, credit recovery programs, transfers to alternative settings and to GED programs.

Long term ELLs, who do attend school regularly, receive instruction which targets literacy skills explicitly. Teachers administer diagnostic tests such as periodic assessments to identify areas needing improvement. Students in collaboration with their teachers set reading and writing goals and develop a process for monitoring progress. Students work on paraphrasing; they use graphic organizers to compartmentalize information for the purpose of determining importance and synthesizing information. They are also required to write paragraphs and essays after focusing on close readings of fiction, non-fiction and current events. The writing process, peer editing, and templates for Regents essays are used. Students are encouraged use habits of effective readers such as to read and reread, participate in think alouds, discussions, and group work. The long term ELLs in our school place mostly in the Intermediate level or the Advanced level. Efforts are made to have students reflect on their own language learning process and experience and discover ways to improve. During high stakes testing periods, students are tested in separate locations, given extended time and provided with bilingual glossaries. State exams in their home language are offered when available, and if requested.

e. ELLs with special needs

IEPs are reviewed and teachers work on meeting the goals set therein. Organizational and behavioral goal setting play a substantial part in their instruction. Collaboration with the Special Education staff is made in order to learn appropriate techniques for coping with the handicapping condition. More scaffolding and direct teaching of vocabulary is used. Instruction incorporates a variety of learning styles. Otherwise, instruction parallels that given to long term ELLs.

6. Teachers of ELL-SWDs initially rely on the New York State common core standards and Regents Exams to determine grade-level appropriate materials and skills to focus on in the classroom. Teachers then use a variety of research-based scaffolding methods such as CALLA and sheltered instruction to deliver the materials in a way that makes the content and language accessible to students. Across the content areas, there is a focus placed on reading and writing skills as well as teaching the academic vocabulary that ELL-SWDs need to understand and complete the materials given to them. The use of graphic novels, audio books, visual textbooks, physical manipulatives, and technology such as SMARTBoards and ELMOs are used in the classroom to aid teachers in differentiation of their content and delivery.

7. At the school, an effort is made to place ELL-SWDs in the least restrictive environment. The school follows an inclusion model with students mainstreamed into general education classes for most of their content area classes. Teachers have grade-level and common subject meetings at least once a week to meet and discuss effective instructional strategies and student progress in order to promote cross-content collaboration and uniformity among the subject area teachers. Teachers also attend monthly Professional Development sessions given by

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)

A. Programming and Scheduling Information

the school's Literacy Coach. The school also offers an extended day program three days a week for students that require extra support and tutoring in their classes. Classes with high concentrations of ELL-SWDs are also equipped with an educational support Paraprofessional.

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. In content areas of ELA, MATH, Science, and Social Studies beginning level ELLs receive a lot of modeling, graphic organizers, visuals, formulaic approaches, graphic textbooks, and content area materials in their native language whenever possible as well as the assistance of bilingual paras when possible in their content area classes. They are buddied with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries are made available. Supplementary materials in their native language are used when available such as supplemental math texts, Science materials, and graphic novels for Social Studies. Intermediate and Advanced level students are encouraged to use English dictionaries. They are given vocabulary development exercises. ELLs with special needs receive reinforcement in their ICT classes for Math and Social Studies where they are given opportunity and assistance in doing homework and work on basic literacy skills. Uniform assessments and mock Regents exams in the areas of Math, Science, and Social Studies are used to specifically target weak areas. Instruction is then focused on improving these areas in small group settings. Extended day tutoring, Regents coaching programs and Saturday programs are offered for ESL students to target their performance in ELA, Math, Science, and Social Studies. Partners such as Gear Up and Theatre Development Fund provide enrichment activities such as books, theater plays, community service activities, and college trips.

9. Transitional ELLs are monitored closely using data from their credit accumulation rates and scores on their Regents exams. Their teachers are made aware of their status and if academic difficulties arise, they consult with the ESL teachers who provide instructional support and in many cases, do direct tutoring. Former ELLs are also given access to testing accommodations such as a separate location, bilingual glossary, and extended time on Regents exams. Former ELLs are also included in all Title III activities

10. We are considering putting ELLs in targeted homerooms so that no student falls through the cracks. ESL personnel and content area teachers will receive more training in Sheltered Instructions methods for use in their classrooms. The school is also in the process of creating a Spanish literacy Saturday Academy program that will target LTELs that are not literate in Spanish in order to improve their native language literacy skills.

11. Nothing will be discontinued.

12. ELLs are not segregated in our school. Notifications of special programs and activities are sent home in English and the students' native language. ELLs are present in all instructional after school programs, such as extended day tutoring, as well as all extra-curricular and enrichment activities.

13. In ESL classes, students are taught using The Source materials, Voices of Literature, and various fiction and non-fiction novels from the English Language Arts curriculum and Shining Star texts for beginning level students. NYSESLAT preparation materials from Attanasio and Associates and Pearson are also used. Students are also exposed to various forms of technology (i.e. SMART Board and ELMO) and taught basic computer literacy skills such as Microsoft Word and PowerPoint. Dictionaries and glossaries (when available) are used in the content area classes.

14. For those students that are literate in their native language, they are offered novels and other content area materials in their native language when available. Students also have access to the Regents Exams in their native language when available. For those students that are not literate in their native language, most support is offered in the form of bilingual support staff that can provide translations and

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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B. Programming and Scheduling Information--Continued

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15. All required services and resources are in alignment with students' ages and grade levels.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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

Science:

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. Workshops in ESL methodology are offered on our professional development days for administration, subject area teachers, paraprofessionals, counselors, special education teachers, psychologists, speech therapists, secretaries, and parent coordinators. Subject area teachers also receive training by the ESL coordinator during weekly departmental meetings. The ESL coordinator also receives support in instruction and compliance issues from the network specialist. Administration, subject area teachers, paraprofessionals, counselors, special education teachers, secretaries, and the parent coordinator are notified of off-site workshops and seminars offered by education schools, the Department of Education, BOCES and Children First Networks. Our Project Inquiry team has targeted ELLs for investigation and has identified and shared information with the whole staff at faculty meetings. The information is used to inform instructional practices. Conclusions from the data will be applied to similar populations which will result in an increase in differentiated instruction. The goal of Project Inquiry is to assist a greater number of ELL students to accumulate credits, develop academic language proficiency and transition out of ESL program.

2. Teachers have access to the proficiency levels and exam histories of incoming ELL students that will be placed in their classes. The ESL coordinator also attends department meetings at the beginning of each year to provide teachers with student profiles and uniform approaches to use with students to help ease their transition into high school. School leadership and guidance counselors, using input from subject area teachers, have used the RTI framework to screen and tier students in order to identify the ESL students that require extra interventions and support in their transition into high school. Those students requiring extra interventions are then presented to the staff along with an academic and behavioral intervention plan for teachers to follow with ESL students. Guidance counselors attend off-site professional development sessions provided by the Department of Education or Children's First Network in order to assist ELLs as they transition to high school

3. Jose P. training given to teachers includes an overview of basic ESL key terms and programs. Teachers are then provided with student profiles that are characteristic of the problems and strategies that should be used for students at every ability level. Teachers also have the ability to bring in their own lesson plans and teaching materials and work one-on-one with the ESL teacher to add modifications and differentiate their materials for the ESL population.

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. There is a vibrant School Leadership Team as well as a parents' organization. Translation services, materials in Spanish and orientation sessions are offered to parents at all meetings.

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3. Needs of the parents are evaluated by maintaining on-going communication, counselor outreach, examination of parental learning surveys and parental feedback at information sessions.

4. We address the needs on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times that are most convenient for the parents to maximize attendance and participation from the surrounding community. For all events, whether organized by the school or the Parent's Associations, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

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. In content areas of ELA, MATH, Science, and Social Studies beginning level ELLs receive a lot of modeling, graphic organizers, visuals, formulaic approaches, graphic textbooks, and content area materials in their native language whenever possible as well as the assistance of bilingual paras when possible in their content area classes. They are buddied with another student who speaks their language and is proficient in the content area material. Bilingual dictionaries are made available. Supplementary materials in their native language are used when available such as supplemental math texts, Science materials, and graphic novels for Social Studies. Intermediate and Advanced level students are encouraged to use English dictionaries. They are given vocabulary development exercises. ELLs with special needs receive reinforcement in their ICT classes for Math and Social Studies where they are given opportunity and assistance in doing homework and work on basic literacy skills. Uniform assessments and mock Regents exams in the areas of Math, Science, and Social Studies are used to specifically target weak areas. Instruction is then focused on improving these areas in small group settings. Extended day tutoring, Regents coaching programs and Saturday programs are offered for ESL students to target their performance in ELA, Math, Science, and Social Studies. Partners such as Gear Up and Theatre Development Fund provide enrichment activities such as books, theater plays, community service activities, and college trips.

9. Transitional ELLs are monitored closely using data from their credit accumulation rates and scores on their Regents exams. Their teachers are made aware of their status and if academic difficulties arise, they consult with the ESL teachers who provide instructional support and in many cases, do direct tutoring. Former ELLs are also given access to testing accommodations such as a separate location, bilingual glossary, and extended time on Regents exams. Former ELLs are also included in all Title III activities

10. We are considering putting ELLs in targeted homerooms so that no student falls through the cracks. ESL personnel and content area teachers will receive more training in Sheltered Instructions methods for use in their classrooms. The school is also in the process of creating a Spanish literacy Saturday Academy program that will target LTELs that are not literate in Spanish in order to improve their native language literacy skills.

11. Nothing will be discontinued.

12. ELLs are not segregated in our school. Notifications of special programs and activities are sent home in English and the students' native language. ELLs are present in all instructional after school programs, such as extended day tutoring, as well as all extra-curricular and enrichment activities.

13. In ESL classes, students are taught using The Source materials, Voices of Literature, and various fiction and non-fiction novels from the English Language Arts curriculum and Shining Star texts for beginning level students. NYSESLAT preparation materials from Attanasio and Associates and Pearson are also used. Students are also exposed to various forms of technology (i.e. SMART Board and ELMO) and taught basic computer literacy skills such as Microsoft Word and PowerPoint. Dictionaries and glossaries (when available) are used in the content area classes.

14. For those students that are literate in their native language, they are offered novels and other content area materials in their native language when available. Students also have access to the Regents Exams in their native language when available. For those students that are not literate in their native language, most support is offered in the form of bilingual support staff that can provide translations and

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15. All required services and resources are in alignment with students' ages and grade levels.

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.

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E. Parental Involvement

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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)										15	0	0	0	15
Intermediate(I)										20	7	5	3	35
Advanced (A)										8	10	3	3	24
Total	0	0	0	0	0	0	0	0	0	43	17	8	6	74

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	0	0	0
	I										11	3	3	1
	A										9	3	4	2
	P										20	11	2	3
READING/ WRITING	B										15	0	1	0
	I										20	8	7	4

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										8	8	1	2
	P										0	1	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	2	0
Integrated Algebra	34	2	3	2
Geometry	3	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	0	0	0
Living Environment	13	2	0	2
Physics	0	0	0	0
Global History and Geography	10	0	0	0
US History and Government	4	0	1	0
Foreign Language	2	0	2	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

1. N/A

2. Across the grades, the lowest scores were generally in reading. In reading the students struggled with vocabulary, identification of the main idea and making inferences. They also brought little prior knowledge of the topics tested. Many students improved on their organizational skills in order to write structured essays for the exams. Speaking and Listening continue to be strengths since we have very few recent immigrants. The school as a whole emphasizes oral presentations, participation in role plays, and debates to develop students use of academic language

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: <u>Bronx Leadership Academy</u>		School DBN: <u>9X525</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Gaskins	Principal		9/28/11
Ivan Yip	Assistant Principal		9/28/11
Kris Johnson	Parent Coordinator		9/28/11
Dana Robertie	ESL Teacher		9/28/11
Burgy Torres	Parent		9/28/11
Rachel McCormick	Teacher/Subject Area		9/28/11
	Teacher/Subject Area		
Patricia Cortez	Coach		9/28/11
	Coach		
Sandra Santiago	Guidance Counselor		9/28/11
Debra Maldonado	Network Leader		9/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X525 **School Name:** Bronx Leadership Academy

Cluster: 19 **Network:** CEI 534

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.

Through ATS, reports such as the Home Language Report and the Supplemental Translation Allocation Report it is indicated that there are students who speak a language other than English at home. Review of these school documents indicates that outreach to bilingual parents requires a need for translation at meetings and written communication. There is also a survey conducted of how many parents attending meetings and open school days will require translation services and records are kept of teacher requests for in-person translation services.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school currently has 317 students that have a language other than English listed as their home language. Among those students, the overwhelming majority are Spanish speakers but it also includes French, Fulani, Chinese, and Afrikaans. Teachers and staff in the school receive this information along with the list of ESL students that also might require extra 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.

The school will translate all official documents sent home to parents - i.e. progress reports, notifications of meetings, promotion-in-doubt letters, admissions packet letters, and all correspondence related to ESL and Special Education services. The translation of official documents can be found on the Department of Education website for fast and easily accessible translations. For other documents, translations will be provided by teachers and staff within the building.

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.

To date, we have maintained adequate staff to provide translation services. Administration, Counselors, Teachers, Secretaries, Paras, School Aides, and Parent volunteers all play a role in the delivery of services.

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

The school utilizes official translations available on the DoE's website for parental notifications. We also have access to teachers, staff and parent volunteers through the Parent's Association that provide translation services for written and oral communication with parents.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Bronx Leadership Academy HS	DBN: 09X525
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

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:

Bronx Leadership Academy Saturday Academy

Rationale:

Bronx Leadership Academy's Saturday Academy has been designed to provide small-group instruction to our struggling at-risk ELL students (those in the bottom-third who are in danger of not being promoted or not accumulating credit in a timely fashion). After reviewing NYSESLAT data, Regents scores, and credit accumulation rates we determine those ELL students that need the most support in the areas of reading and writing. The program will target 50 ELL students.

Subgroups and grade levels:

Subgroups	Grades	# of Students
Newcomers (0-3 years)	9	12
3-5 Years	9-11	13
LTELLS (6 years or more)	9-12	25
Total	50	

Schedule and Duration:

The Saturday program will begin in February of 2012 and take place each Saturday for 12 weeks, ending in early June, with the classes running from 9:00 AM to 12:00 PM each Saturday.

Language of Instruction:

The classes will be taught in English.

Number and Types of Certified Teachers:

The program will be run by one ESL certified teacher, who will team teach with other 3 content-area teachers. Two of the content-area teachers are also Special Education teachers as well, who serve our students that receive both Special Education and ELL services. The remaining content-area teacher is certified in ELA and is also a certified reading specialist.

Types of Materials:

The program uses high-interest reading materials and online resources designed to maintain our students' focus and promote their desire to succeed. Students are provided with leveled reading materials based on data collected from the NYSESLAT and ARIS. The teachers create lessons to support

Part B: Direct Instruction Supplemental Program Information

the students in the areas of reading and writing in the content area of ELA, specifically targeting the areas of reading comprehension, vocabulary accumulation, critical thinking, and making connections between literary texts and nonfiction texts in writing.

The lesson plans will follow the Sheltered Instructional Observation Protocol (SIOP) model to support the acquisition of academic vocabulary necessary for students to have achieve greater levels of success on the NYSESLAT, Regents Exams, and classroom performance.

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:

Rationale:

The Title III Professional Development is structured to provide all teachers and staff with ESL training. The training will focus on identifying and using data to differentiate for ELL students. Teachers are also trained on the Sheltered Instructional Observation Protocol (SIOP) framework in order to better support their ELL students in the content-area classes.

Teachers to receive training:

Workshops in ESL methodology are for administration, subject-area teachers, paraprofessionals, counselors, special education teachers, psychologists, speech therapists, secretaries, and parent coordinators.

Schedule and Duration:

Training and workshops will be ongoing throughout the year, including during grade-level meetings, common-period planning periods, and on professional development days.

Topics to be covered:

Professional Development sessions will provide teachers will ESL training in the following areas:

- ~ The 8 components of the SIOP Framework
- ~ Differentiating for ELLs
- ~ Using NYSESLAT data to drive instruction
- ~ RTI for ELLs in the high school setting
- ~ Reading and writing strategies for ELLs

Names of Providers:

Administrators

Part C: Professional Development

ESL Coordinator
Literacy Coach
Lead Teachers
CEI-PEA
NYCDoE
UFT
CFN ELL Support Specialist

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:

Rationale:

In order to get more involvement from parents of ELLs, the parent coordinator and ESL coordinator run events and workshops throughout the year open to all parents.

Schedule and duration:

We address the needs of parents on a one-to-one basis and in small group settings where information is disseminated and there is an opportunity for Q and A. The activities are also held in locations and times throughout the year that are most convenient for the parents to maximize attendance and participation from the surrounding community. Parents also have the ability to attend monthly meetings where they are informed of the calendar of school events and receive information about outside community resources that are available to them. The open-door policy of the school is designed to encourage as much participation from parents as they desire when following up on the progress of their children, including the use of an online grading system through which parents can monitor the progress in real time.

Topics to be covered:

The parental workshops are designed to allow parents to better support the academic development of the ESL students. Most workshops focus on college readiness among students and cover topics such as preparing the common application, obtaining financial aid, and visiting colleges outside of the NYC area.

Names of Providers:

Parent Coordinator
Guidance Counselors
ESL Coordinator
Administrators

Part D: Parental Engagement Activities

How parents will be notified of these activities:

For all events, whether organized by the school or the Parents Association, invitations by phone and by mail are made well in advance in order to allow for increased parental attendance. In addition, all Title III documentation for parents is provided in both English and their native language to support their participation in and understanding of the services that are supplied for their children.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11200	