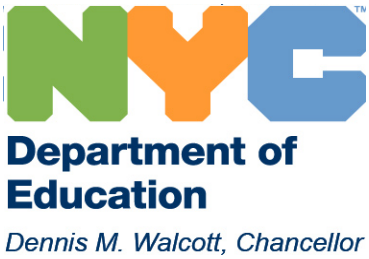

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : BRONX AEROSPACE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 11X545

PRINCIPAL: BARBARA KIRKWEG EMAIL: BKIRKWE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Barbara Kirkweg	Principal	
Georgina Appiah	UFT Chapter Leader	
Adoracion Hernandez	PA/PTA President	
Vinford Michael	DC 37 Representative	
Pau Vilchez Karen Rivera	Student Representatives	
	CBO Representative, if applicable	
Jessica Cohen	Member/Teacher	
Nicole Northover	Member/Teacher	
Rhonda Richards	Member/Parent	
Coleen Subahwon	Member/Parent	
Karime Baez	Member/ Parent	

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

- Increase the number of students earning 65 or higher in Global, Integrated Algebra and Living Environment by 5%

Comprehensive needs assessment

In June 2011, the Regents passing rate for Global, Integrated Algebra and Living Environment were, 79%, 67% and 82%, respectively.

Instructional strategies/activities

- Institute a double period class for Global, Integrated Algebra and Living Environment. Increasing high quality instructional time can lead to student achievement. According to Smith, B. Et al. (2005), "Extended academic learning time, under the right conditions, has a greater impact on student achievement in schools that serve low performing students."
- Reading and writing will be implemented across the subject areas to increase literacy and comprehension with the incorporation of CCLS. Teachers will conduct a Peer Intervisitation each marking period and will meet during Professional Development every Tuesday and Friday to share and discuss best teaching practices and student work to improve teaching and learning in the classroom. Teachers will also meet during Department meetings every other week to discuss course content, curriculum alignment with CCLS and inquiry around student work, etc.
- Implement Saturday Academy to prepare students for the Regents Exams. Teachers will provide comprehensive review of all topics as well as test taking strategies to help students maximize their scores.
- Teachers will provide predictive and diagnostic exams for Math and mock Regents Exam in the Fall & Spring Semesters to evaluate the effectiveness of the aforementioned strategies/activities.

Strategies to increase parental involvement

Conduct Parent Workshops on Saturdays with topics that may include but are not limited to: techniques designed to assist parents in helping their children successfully complete homework assignments & techniques for reading with their children, which allows for in-depth discussions about the stories they read together since reading is a key to academic success and success later on in life.

Strategies for attracting Highly Qualified Teachers (HQT) We would like to implement the following strategies to attract and retain Highly Qualified Teachers.

- Celebrate success by acknowledging teachers publicly and in writing
- Create a mentoring program for new teachers
- Recruit teachers from local and citywide universities and teacher preparation programs.

- New Teacher Meeting on Thursdays
- Professional Development every Tuesday and Friday
- Supportive leadership
- Teacher collaboration opportunities during professional period

Service and program coordination
We will enlist the assistance of the New York State approved free tutoring providers such as non-profit local community tutoring service, colleges, local educators, church, civic organization and individuals who demonstrate qualifications for tutoring to help our students prepare for Regents Exams.

Budget and resources alignment
- We will use highly qualified teachers, teacher mentors, professional development, technology, parental involvement & community outreach programs to achieve this goal. The amount of $20,000 will be allocated for teacher per session for Saturday Academy and Saturday Parent Workshop.

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
- Increase the number of ELL students, in the lowest third earning 11+ credits by 5%.

Comprehensive needs assessment
In 2009-2010 Progress Report, the school did not receive any credit for closing the achievement gap in English Language Learner Additional Credit Category.

Instructional strategies/activities

To target all learning modalities, teachers will use educational technology such as the Smart Board, curriculum based CD-ROM discs, Interactive audio, Interactive videodisc, and Educational Software and Interactive websites across disciplines. According to Soska (1994), educational technology can help ESL learners develop speaking, reading, and writing skills.

Teachers will receive ongoing training on how to use the above technology to support the delivery of the lesson and differentiation.

During Humanities meetings, teachers will review ELL student work and assessment data to evaluate the effectiveness of the

strategies/activities for ELLs. The use of graphic organizers and visuals will provide support for reading and writing. Student surveys on the use of technology in the classroom will be conducted at the end of each semester. Increased student performance on NYSESLAT will help determine the effectiveness of the above strategies.

Teachers will use technology regularly in the classroom. Use of technology will be factored into the classroom observations.

Strategies to increase parental involvement

- The school will conduct an after-school or Saturday workshop on the use of Interactive websites such as BrainPop and United Streaming and how these websites help their children perform better in the classroom. We will also introduce word processing and usage of Internet so parents will be aware of different online resources.

Strategies for attracting Highly Qualified Teachers (HQT)

- Celebrate success by acknowledging teachers publicly and in writing
- Create mentoring program for new teachers
- New Teacher Meeting on Thursdays
- Professional Development every Tuesday and Friday
- Supportive leadership
- Teacher collaboration opportunities during professional period

Service and program coordination

We will enlist the support of the local politicians to help us fund technology. We will create a technology grant team to write a proposal so that we can secure funding to achieve our goal.

Budget and resources alignment

- Approximately $10,000 will be allocated to implement the strategies/activities described in this action plan. NYSTL software funds of $3,833 will be allocated to purchase ELL Reading programs.

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

- Increase the number of the lowest third students earning 10+ credits in their 3rd year by 5%**.**

Comprehensive needs assessment

According to the 2010-2011 Progress Report Data, 42.9% of our Lowest Third Students in their third year are earning 10 + credits.

Instructional strategies/activities

- Conduct weekly grade level meeting where teachers analyze grade level, classroom, and individual student data for the lowest 3rd.
- Teachers and Assistant Principals will be held accountable for the successes and shortcomings of student performance within each grade level. They will identify strength and weaknesses in the academic and behavior arenas and strategize ways to improve student outcomes. During grade level meeting, students who perform below grade level will be discussed in inquiry teams.
- Train teachers on how to use ARIS.
- The progress will be monitored every 4-8 week intervals. We will use report card grades, number of students promoted to the next grade level & teacher scholarship reports and classroom assessment data to evaluate the success of this action plan.

Strategies to increase parental involvement

- Train Parents on how use ARIS so they can easily access their child's data online.
- Teachers & Guidance Counselors will meet regularly with the parents of the lowest third students who are below grade level and at risk of failing classes.

Strategies for attracting Highly Qualified Teachers (HQT)

- Celebrate success by acknowledging teachers publicly and in writing
- Create a mentoring program for new teachers
- New Teacher Meeting on Thursdays
- Professional Development every Tuesday and Friday
- Supportive leadership
- Teacher collaboration opportunities during professional period

Service and program coordination Have a representative from the network come in to train teachers and parents on how to use, read and understand the student data in ARIS. Teachers can also attend the online training sessions provided by the NYC Board of Education.
Budget and resources alignment • The following resources are needed to meet this goal: Teachers, Professional Development and Time to meet for weekly inquiry meetings.

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	# 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	112	88	76	N/A	47	0	9	0
10	0	18	2	4	24	0	4	0
11	0	39	28	34	49	0	0	0
12	16	6	4	24	30	0	0	1

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	We offer double period courses for ELA to 9th and 10th Grade classes. The Humanities program for 11th Grade links English and US History. This interdisciplinary program uses classroom time more efficiently and addresses content in depth, while giving students the opportunity to see the relationship between content areas and engage in authentic tasks. Our English program focuses on developing reading skills through shared and independent reading. Students who failed the ELA exam attend the Saturday Academy to help them prepare for the Regents Exam in January or June.
Mathematics	Students take double period Integrated Math classes until they are successful on the Algebra Regents Exam. A Math applications course is also provided to reinforce student learning in the content area. A two-year curriculum for Integrated Algebra is offered to ninth grade students who did not perform well on the diagnostic exam in August. Math tutoring is held during school-time and after school. Students who failed the Math Regents exams are required to attend the Saturday Academy.
Science	Ecology is offered in the ninth grade to build a foundation in science. It will help students develop understanding, skills and confidence to be prepared and successful for the science Regents' classes during their Sophomore year. A Scientific Methods course is offered during Saturday Academy to students who scored below the approved passing grade on the Regents examination required for graduation in Science. We also offer a double period class for Living Environment and Earth Science so that students will have in-depth understanding of the subject area.

Social Studies	A double period course in Readings in Global Studies is offered during the regular day and on Saturdays, for students who did not pass the Global Regents. Our lead teacher also offers Readings in US History during the regular school day, for students who failed the U.S. History Regents Exam. Art is integrated in the Global and U.S History Curricula to make it more interesting and to increase student achievement. Our ninth grade students take a double period of Global History to help build their foundation to pass the Regents exam in June during their Sophomore year.
At-risk Services provided by the Guidance Counselor	Counselors meet with the students and the parents of at risk-students regularly, during school time and on Saturdays. They send student progress reports to parents each marking period and arrange meetings between teachers and parents. During Intervention and weekly attendance meetings, the Guidance team meets with the Administrators, Dean, Attendance Teacher and Parent Coordinator to review data to make important educational decisions about students, discuss interventions that have been proven effective, and track progress of at risk students.
At-risk Services provided by the School Psychologist	We do not have a school psychologist.
At-risk Services provided by the Social Worker	The Social Worker (a) provides one-on-one or group counseling during school time, (b) supports students and teachers throughout the day and during crisis situations, (c) meets with parents of at-risk students during school time or on Saturdays when necessary, (d) provides workshops for staff on crisis intervention, and (e) develops, writes and implements IEP goals for counseling services.
At-risk Health-related Services	The hearing impaired teacher assists a student with academic material and interprets lessons and instructions. This happens daily during class time.

PARENT INVOLVEMENT POLICY (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level in literacy and use of technology to build parents' capacity to help their children at home;

- Conduct parent workshops with topics that may include: graduation requirements, parenting skills, bullying, gang awareness and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- sharing information about school, parent related programs, Chancellor's initiatives, 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, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will also maintain a log of events and activities planned for parents each month. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of students who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule monthly parent meetings on Saturdays to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- hosting educational family events, award ceremonies, and other activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association, and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area
- establishment of an ELL Orientation Center
- 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 designed to keep parents informed about school activities and student progress;

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;
- arranging additional meetings at other flexible times, 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 are sent to parents of participating children in a format and to the extent practicable, in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

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;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or 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;\

- wear school uniform
- always try my best to learn.

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Charles Amundsen/ Jean Mckeon	District 11	Borough Bronx	School Number 545
School Name Bronx Aerospace High School			

B. Language Allocation Policy Team Composition ⓘ

Principal Barbara Kirkweg	Assistant Principal Natacha SeignonSaintvil, Ed.D.
Coach	Coach
ESL Teacher Adriana Crisan	Guidance Counselor Roxanna Rosario
Teacher/Subject Area Marlene Romero-Brito/Spanish	Parent
Teacher/Subject Area	Parent Coordinator Chanda Joseph
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	422	Total Number of ELLs	64	ELLs as share of total student population (%)	15.17%

Part II: ELL Identification

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.

Initial Process
Part II
1. Initial identification process

•Home Language Identification Survey (HLIS) is given to all newly admit students to the NYC DOE public schools and their parents during admission and registration process.
If the HLIS states that the language spoken at home is not English, the child is flagged to be tested. The AP of ESL conducts an interview in English to determine is the child speaks English fluently. If it is determine that the child is fluent in English. The interview is stopped and the home language is changed to NO in ATS right away so that the child does not have to take the LAB-R. If students is not fluent the LAB-R is administered.

For students who have been in a NYC DOE school previoulsy, the ESL Assistant Principal reviews their historical information in ATS to determine if the student was previously an ELL and if so at what level based on the LAB-R scores. If it is determined that the student is not an ELL then the student is scheduled for classes according to his/her needs.
•Once it is determined that a student speaks a language other than English from the home language form, an interview is conducted by a certified ESL pedagogue to make sure that the student is actually an English Language Learner (ELL).
•After the interview with the ESL pedagogue/ ESL Assistant Principal (AP), the student takes the LAB-R.
•If the student scores below the passing requirement for 9th through 12th grade, depending on the grade, student is entitled to receive language support services such as TBE (Transitional Bilingual Education), Freestanding ESL, or Dual Language Program according to the Commissioner's Regulations and Part 154.
•Once it is determined that student is eligible for services after scoring eligible through the LAB_R, a parent orientation is conducted to discuss the parent choice of either ESL, bilingual education, or dual language. If parents do not show up for parent orientation of the new ESL student, the choice is defaulted to bilingual education. A letter is sent home to the parent for notification and students can be placed at a bilingual school if disired because Bronx Aerospace High School is NOT a bilingual school. BAHS offers a freestanding ESL program.

Bronx Aerospace is an ESL only school. We have a freestanding ESL program. BAHS is NOT a bilingual school. BAHS is NOT a dual language school. However, we provide Spanish support for our hispanic students which might not be enough for our biginners. If students desire a bilingual program, parents are referred to the enrollment office for bilingual placement. However, if students prefer to stay at BAHS in our ESL only program, an entitlement letter is sent home letting parents know of students' eligibility and ESL qualification.
•All parents are invited to come to the school for an orientation and to discuss the language learning program choices (TBE, Dual Language, and Freestanding ESL) that are available for the student. Even if we don't have bilingual or dual language program, we have to make parents aware of all choices according to New York State Commissioner's Regulations.
•At the orientation, the parent is introduced to the ESL teacher, ESL AP, and ESL guidance counselor. After the introduction of the ESL staff, the parent watches a video that is available on the DOE website. After watching the video, the parent becomes more aware of the program choices and can choose the type of language program desired for the student. The parent is informed of all the program choices (Dual language, bilingual education, and freestanding ESL) that the DOE offers. If a parent desires to go to a bilingual school, the parent is informed about the bilingual schools in the community that the child can attend.

In case newly admitted student does not understand English at all.
•When students are not able to take the LAB-R because of not speaking English—the ESL AP marks the bubble unable to answer on the answer sheet. However, if students speak Spanish, the Spanish LAB is administered to determine student's academic ability in Spanish.
The student and parent are informed once placed at any level (beginner, intermediate, and advanced) in our freestanding ESL program.
•In the case where students desire to go to a bilingual school, the score of the Spanish LAB can also be used for bilingual education program setting. If parents choose to register a child in a bilingual program, the Spanish LAB can be used to determine bilingual placement and academic level in Spanish.

The ELL Identification process must be completed within 10 school days of student's initial enrollment as per CR Part 154. Within the 10 days, the student information is also entered in ATS' ELPC funtion. This function is used to show the date the LAB-R was adminstered and the program choice of the parent. This ELPC function is available for school personnel so that they are aware of the choice of the parents and can also be used as our accountablity measure.
•The ESL Assistant Principal is the designated ESL pedagogue who is responsible for conducting the initial interview to ensure that a student is tested properly and is administered the LAB-R or the Spanish LAB.

Responsibility
•The Assistant Principal of ESL administers the HLIS, LAB-R, Spanish LAB, and conducts initial interviews.
•The Assistant Principal is fluent in Spanish and French and is able to speak to students who need assistance in those foreign languages.
•The Assistant Principal is able to communicate with parents in their native language Spanish, since most of our parents speak only Spanish.
•Languages spoken by ESL pedagogues are English, Spanish, French, Romanian, and Haitian Creole.
•The AP of ESL is a teacher of ESL and is responsible to administer the LAB-R to newly admitted students.
•The AP of ESL is the only staff trained in the process of LAB-R admission, to handle and administer HLIS, and to conduct initial interviews to prospective ESL students.
•Once students are eligible and identified as ELLs, parents come in for orientation and parents sign documents.
• Documents such as HLIS, entitlement letters, parent choice are kept in the office of the AP of ESL in a designated file cabinet.

Description of the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT):
•Using the RLAT report in ATS the number of students and their ESL levels are determined based on their NYSESLAT scores of the previous year.
•Identified students are considered or identified as ELLs based on the NYSESLAT scores or their LAB- R scores.
•Newly admitted students that do not have a NYSESLAT score are identified on RLER which is an ATS program that advises ESL AP of students that need services and NYSESLAT for spring.
•Based on those two ATS reports BAHS is aware of all ELLs and students are programmed according to their levels (beginner, intermediate, and advanced).
•Beginner students are programmed for 540 minutes per week. They receive 3 ESL classes per day.
•Intermediate st per week. They receive 2 ESL classes per day.
•Advanced stud r week. These students receive 1 ESL class per day. In addition, they are also programmed fo
•The ESL curri led to the English Language Arts core curriculum with rigorous standards in the students' grade level.
•BAHS has a copyrighted Humanities Curriculum used by all English teachers. This curriculum is also used by ESL teachers with the ESL curriculum.

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** ❄

2. Structures in place to ensure that all parents understand all three program choices (Transitional Bilingual Education, Dual language, Freestanding ESL) even if we only offer ESL.
•Parents are invited to attend orientation meeting for all newly enrolled ESL students at BAHS where the AP of ESL provides information to parents about all three program choices (TBE, Dual Language, and Freestanding ESL). In the orientation, we discuss the programs offered at BAHS, accommodations, and graduation requirements for ELLs.
•The program and curriculum of ESL are explained to parents in flyers available in the office of English Language Learners. The EPIC case is also explained to parents in their native language of Spanish, French, and Romanian. The DOE has most of the letters available in the child's native language. Those letters are used for communication in various languages. The school also uses tanslators of the DOE to translate in case BAHS staff is not able to translate into the native language.
•BAHS has a large majority of parents who receive information in Spanish since most of them only speak Spanish.

•Parents are made aware that BAHS offers a freestanding ESL program where students' native languages of Spanish and French are supported. We give support to all our students. All classes are taught in ENGLISH.
•Freestanding ESL is the program model at BAHS. Students are programmed to receive ESL classes. Students are taught in English by a licensed ESL pedagogue.
•ESL classes follow the same structure as the other subject area classes. Classes are 36 minutes long. Teachers follow an ESL curriculum. Students are involved in independent reading. Mini-lessons are done by teachers. Students participate in small group/paired work. Finally, teachers summarize the lessons taught.
•The expectation for our ESL students is rigor, just as it is for our general education population students.
•Our ESL students finish high school with more than 44 credits because they have taken ESL courses throughout the course of their high school years which gives them more credits than the general education students.
Communication with parents:
• The AP of ESL conducts orientation of the ESL program to newly admitted ESL students and their parents.
•Freestanding ESL program is explained to parents. The AP informs parents of how students' native language will be supported. All teachers provide support to students. BAHS provides bilingual dictionaries, glossaries, and textbooks in students' native language.
•After the program is explained, parents choose and sign all appropriate forms such as entitlement letter, selection form, etc. .
•Expectations for students attending BAHS are explained to parents thoroughly.
•Most of our parents speak Spanish. However, some also speak French, Filipino, and Mandarin Chinese. If parents speak any of these languages the AP of ESL is able to speak to parents in their native language. If AP is not able to speak to parents in their native languages, the Unit of Translation Services is reached by phone for immediate interpretation and translation.
•Based on ATS bios, and the HLIS, our students and their parents speak Spanish, French, and Filipino.

Description of the process, outreach plan, and timelines:
•Notifications are sent to parents in English and Spanish given that the majority of our students speak Spanish at home.
•Parents receive entitlement Letter for newly admitted ELL students based on the LAB-R scores and contacted to have an orientation about our ESL program.

Reaching out to Parents

Based on current data from ATS, most of our parents are Spanish speakers and prefer communication in Spanish. Our school provides translation and interpretation services to all parents in English and Spanish. Some parents do not speak Spanish nor English. Therefore, we reach out to them by phone in French, Albanian and Romanian. If there is a language that our staff members do not speak, we call the DOE's Translation and Interpretation Unit for assistance and we arrange for a translator to provide translation services. Some parents may also choose to rely on other adult translators/ companions or friends for assistance. In addition, we have an ESL brochure that is available for parents in Spanish. The brochure is filled with important information about our school; containing high school requirements and other important information such as disciplinary and safety issues.

Continuation of ESL services

•The Continuation of Bilingual Entitlement Services letters are also sent home by mail to parents for students who will remain in our ESL program if they did not score proficient on the NYSESLAT.

•A letter of countinuation of entitlement is sent home to every parent in the case where students score proficient on the NYSESLAT.

•The decisions of entitlement and non-entitlement are made annually once BAHS receives the NYSESLAT scores and letters are mailed to parents for signatures. NYSESLAT scores reveal students' ESL status. Therefore, if students are proficient, they are no longer programmed for ESL class. However, they continue to be accomodated during testing for 2 years.

Once students return letters, they are kept in students' ESL folders as records.
If students do not return the letters, copies of the original letters that were mailed are kept in students' ESL folders.

Non-entlement letters of students who passed the LAB-R and NYSESLAT are also mailed to parents and are kept in students' permanent records in the guidance counselor's office.

Case of new ELL students
•Parents of newly arrived students are invited to attend a Parent Orientation Meeting to inform them about ELL programs offered (transitional bilingual education, dual language program, and freestanding ESL program).
•Parents are shown the online orientation video for ESL parents available on the DOE website. Based on the orientation, they choose the type of ESL program they want to enroll their child in.
BAHS English Language Learners (ELLs) Handbook in English and Spanish.
•BAHS has a published ELLs handbook that is provided to parents.

•The handbook informs parents about the freestanding ELLs program that we have.
•This handbook also informs parents of students' rights and responsibilities. In addition, the handbook provides strategies to help parents reach out to their children and help them become successful in school.
•The handbook is also a tool that parents can use as a reference in order to keep abreast of the structures and requirements of ELLs at BAHS.

3.Structure in Place/Entitlement Letters/Parent Notification
• Newly enrolled students have home language other than English. Student is enterviewed by the ELL Assistant Principal. If student qualifies showing not enough English proficiency, student is admistered the LAB-R. Student takes the LAB_R and not proficient in English. Student is entitled to ESL.
• Letters of entitlement are sent home. Parent is envited for an orientation to discuss the program choice that the DOE offers (bilingual, Dual language, and ESL). If parents do not show up to the orientation, the choice is defaulted to bilingual education setting and the school waits to place the child if we have 20 or more students with the same language choice (based on DOE regulations). However, we would need to create a class and add an additional bilingual teacher and make required accommodations to provide the program.
• After parents make selection and sign selection survey forms and entitlement letters, the documents are kept in students' permanent records and ESL records for verification.

School Professional Development
•BAHS teachers have opportunities to attend weekly meetings in grade level meetings, subject area meetings, and professional development for staff.
•During meetings and professional development, teachers share intervention goals, effective strategies, and establish interventions for students.
•Interventions are communicated to parents when they are implemented on individual students. Parents are contacted and are invited to meet and discuss solutions for that particular child/student.
Parents' Participation
•Parents participate in the lives of their children through PTA meetings, parent orientation meetings, open school days, regular counselor contact, and child progress meetings (for under-credited students).
•The school is planning to offer parents ESL courses and other programs requested by parents. Parents can participate in these programs after school or on Saturdays depending on the time the programs are scheduled.
•The school has information available in both languages, Spanish and English. This allows our Spanish speaking parents to be more involved in the lives of their students by providing them with homework help, academic development and college preparation.
•The school's parent coordinator, in coordination with the AP of ESL arrange meetings and workshops to provide parents with vital information about our school's ESL program, and language option programs that are also available at other sites.
•Parents are made aware of all programs that will help their children develop English language skills.

The following list describes different activities or information we provide parents. The following list is a description of our program implementation.
a) Letters for waiver of transfer (program selection)
b) Description of ESL program (provision of the school's ESL program narrative that can be understood by parents)
c) NYSESLAT assessment notification to Parents (parent accountability, NYSESLAT and Regents preparation after-school/Saturday program)
d) Parents and Teachers Association's Representative (election process dissemination)
e) Community Resources for Immigrants (inform parents about institutions within the community and legal issues pertaining to immigrants)
f) Community and School Language Programs for Adult LEPs
g) Graduation requirements (Regents Examinations, high school credits)
h) Community resources (college partnerships)
i) Health assistance (immunization requirements, outside counseling, 504, VESID, and BOCES assistance)
j) Assessment information (Regents, NYSESLAT, LAB-R, ATS, PSAT)
k) Parental accountability (attendance)
l) School accountability (proper placement, general education and ESL teacher training, compliance)
m) Translation resources for parents who do not speak English (NYS and NYC DOE Websites)
n) Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
o) Transition to college (dissemination of information to parents and students in different languages)
p) Special education information that relates to English Language Learners (ELLs)

4. PLACEMENT
• Placement letters are signed by parents and are kept in students permanent records and ESL folders in the AP of ELLs office.
This process is followed for newly admitted ELLs and students who will continue to be served in the school's ESL program.

Placement letters (entitlement and continuation) are kept in students' records

At the beginning of the year, in August, continuation letters and NYSESLAT results letters are sent home to every student based on the RLER report.. Students return signed letters to the school's ESL program and those continuation letters are kept on file for every student. If students do not return letters, we keep a copy of the original letter in the student's ESL folder. In addition, a CD containing every student's detailed scores is kept on file with the ESL AP.

BAHS ESL Program
Students are placed in our freestanding program based on scores obtained in the LAB-R (initial assessment) and their NYSESLAT scores (annual assessment) as per CR Part 154 mandates
• Students are divided into 3 different groups as per state requirement (Beginner , Intermediate, and Advanced levels)
a) Beginner: High school ELL students in this category receive 540 minutes of ESL services per week in 3 units per day.
b) Intermediate: High school ELL students in this category receive 360 minutes of ESL services per week in 2 units per day
c) Advanced: High school ELL students at this level receive 180 minutes per week in 1 unit per day.
BAHS also provides students with opportunity to acquire native language support.
• Teachers allow students to acquire native (Spanish) language support which research has proven to increase students' language learning abilities.
• During independent reading our beginner students are able to read a book in their native language.
• During afterschool tutoring sessions, students are also able to receive interactive online sessions in their native language
• In science, global history, and US history, Spanish speaking students are also able to use a Spanish textbook.
• Our students participate in Spanish as a second language class. Our ELL students are prepared to take the Spanish regents. They are usually very successful in the Spanish regents. Last year and the year before, BAHS had 100 % success on the Spanish regents.
Students are prepared as follows:
Level 1 (beginner) Units of instruction and native language support
• 3 periods of instruction – within the 3 periods students receive native language support
• Classes are 36 minutes long. Students receive 540 minutes per week of ELL instruction with native language support
• Students also receive support in content area classes where they can follow using a Spanish native language textbook. Content area classes are also 36 minutes long – students receive support but using native language textbooks and Spanish literature books. Students receive time in the classroom to engage in native language. Students receive NL support in the ESL class as well in their content area classes. The ESL teacher allows independent reading time in English. When students are at the intermediate level, they receive less time in Spanish. The focus is to increase English exposure so that students can acquire the language faster.
Level II (intermediate) units of instruction and native language support
• 2 periods per day. Students receive 2 units of instruction in ESL. 360 minutes per week
• Spanish is offered to students. Students are programmed 1 unit per day (36 minutes). 180 minutes of Spanish
• Students are also supported in their native language using textbooks and dictionaries.
Level III (advanced) Units of ESL instruction and native language support
•1 period/unit of ESL course per day. 180 minutes per week.
•Students are offered Spanish class. 1 unit per day. 180 minutes per week.
• Students are able to take the Spanish Regents at the end of the year and are successful. BAHS students always perform well on the Spanish regents.

5. Parent Survey Trend
Description of Freestanding ESL Program
• BAHS offers a freestanding ESL program. This program provides intensive instruction in the four modalities of language acquisition (listening, speaking, reading/comprehension, and writing).
• This program uses the academic and cultural experiences of the student as a platform to provide the appropriate instruction in English in the appropriate grade and is in accordance with the student's NYSESLAT level.
• In addition, a freestanding ESL program is a program of instruction composed of two components, a language arts and a content area instructional component.
• Furthermore, the ESL teacher also supports students in the content areas by working closely with content area teachers to provide support to students in the native language as needed. For example, beginner students can read books in Spanish and they transition to English books as they get more comfortable with English.

TREND
• The trend at BAHS is that parents choose the freestanding ESL which is the ESL program that we offer at BAHS. If parents desire bilingual education we direct them to a suitable bilingual school. Also, if parents do not show up to orientation and pick a program, the program is defaulted to bilingual education.
• Native language class of Spanish is provided to students in order to support their Spanish abilities and increase their literacy skills in Spanish. Most of our students are Spanish- speaking. Therefore, our Spanish teacher is instrumental in supporting our students to acquire their Spanish literacy skills.

• Native language support is provided by a certified Spanish teacher. Our Spanish teacher is also able to provide instruction in Spanish as a foreign language to our General Education students.

6. Alignment of Freestanding ESL program and Parent Choice:
• Our parents are informed of our freestanding ESL program, ESL only during admission. According to Commissioner's Regulations Part 154, all schools must honor parent choice. Please see the link for more information.
http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html.
• The ESL Assistant Principal takes time to explain the program in the parents' native language; if it is Spanish or French. IF the language the parent speaks is Romanian, the ESL teacher does the translation. In our school most of the students are Spanish speaking.
• Parents come to the school after pre-registering at the district's enrollment office (OSEPO), where students are first registered before the students are sent to our school for official admission. Some students also come to us via the 9th grade articulation. This means that we get them in the 10th grade. They already know about BAHS from their previous high school.
• By the time parents/students come to our school, they are aware that BAHS offers a freestanding ESL program. However, the orientation is done anyway because if parents do not show up, the choice is defaulted to bilingual education. Therefore, the school has to put the child on a bilingual education waiting list until our school has 20 students to form a bilingual class. The better option is to refer the child to a bilingual school so that they can receive bilingual services.
• The majority of our parents have chosen freestanding ESL because they want an English only environment instead of a transitional bilingual and dual language program.
• Our parents are provided with a program selection form when they register. This information gets entered in ATS. From HIBE or the parent selection forms that are kept at the school, BAHS determines how many students are in need of a particular program.
• According to DOE regulations, all schools should accommodate and create a bilingual program if the parents desire provided that we have at least 20 students (of the same language need) in our high school requesting bilingual services.
HIBE is used in ATS to keep administrators informed of parents' choices.
• Once our numbers determine that we have at least 20 students of the same native language, we can create a (bilingual) program based on the parent selection according to the Office of English Learners and the Department of Education (DOE), we have to honor parent choice. Meanwhile, if parents would like their child to attend a bilingual program, we refer them to bilingual schools that nearby their communities for placement. However, if students attend Bronx Aerospace, we provide them support and guidance and support them in Spanish.
• We are aware that some of our students need support in their native language. Although freestanding is English only; we provide students with native language support whenever it is needed.
• Beginner students are provided with additional help in the native language. Progressively students may choose to read books in English. These students read novels during their independent reading. We provide them with support in all content areas (global history, US history, mathematics and science).
• Parents are also informed and communicated in Spanish and English. All information is sent home in these two languages.

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 ◉	No ❄	If yes, indicate language(s):
Dual language program	Yes ◉	No ❄	If yes, indicate language(s):

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										33	18	7	6	64
Push-In														0
Total	0	0	0	0	0	0	0	0	0	33	18	7	6	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	**Newcomers (ELLs receiving service 0-3 years)**	18	**Special Education**	22
SIFE	9	**ELLs receiving service 4-6 years**	17	**Long-Term (completed 6 years)**	29

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	Total
TBE										0
Dual Language										0
ESL	18	3	6	17	3	4	29	1	12	64
Total	**18**	**3**	**6**	**17**	**3**	**4**	**29**	**1**	**12**	64
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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**
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ 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**

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										31	18	7	4	**60**
Chinese										1				**1**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French											1			**1**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other											1		1	**2**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**32**	**20**	**7**	**5**	**64**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Part IV.
1. Instruction delivery (a-organizational model and b-program models)
• Bronx Aerospace utilizes the Point of Entry Model in every class to introduce standard-based, core curriculum utilizing ESL methodologies that make academic content accessible.
• As students increase proficiency in English, they are exposed to standards content using material at the student's reading level.

A. Programming and Scheduling Information

• Students are programmed based on proficiency levels.
• ELLs participate in after school, Saturday, Summer Regents Prep and English development programs.
• The School is currently combining push-in, team teaching and self-contained ESL.
• ELLs are programmed based on the credit accumulation requirements needed to graduate.
• Individual students have longer days based on when courses are offered.
2. Placing ESL Students
• Students are placed in the ESL program based on scores obtained on the LAB-R (initial assessment) and the NYSESLAT (annual assessment) as per CR Part 154 mandate. BAHS ensures that all students receive mandated ESL minutes.
• According to part CR154, all ESL students, IEP and non-IEP are to receive the following at the high school level:
a) Beginner students receive 540 minutes per week.
b) Intermediate students receive 360 minutes per week.
c) Advanced students receive 180 minutes per week.
Our school takes into consideration the programming guidelines and the cluster of classes that are grouped with the mandated minutes for the ESL classes.

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%	a) Beginner students are programmed for a minimum of 3 units of ESL per day b) Intermediate students are programmed for a minimum of 2 units per day. c) Advanced students are programmed for a minimum of 1 unit of ESL per day. During the fall semester ESL students were programmed for additional minutes because of the blocked schedule and day rotation with other content areas, students received additional m
75%	
50%	
25%	
	Dual Language
100%	• Beginner students received 540 minutes of ESL per week. • Intermediate students received 360 minutes of ESL per week. • Advanced students received 180 minutes of ESL per week. Many of our students are also scheduled for Spani
75%	
50%	
25%	
	Freestanding ESL
100%	Throughout the year, students receive services based on their level. However per the state mandate ELLs students are to receive the following minutes (B=540, I=360, and A=180). Fall 2011 ESL schedules • Beginner students will receive a minimum of 540
75%	
50%	
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

receive mandated minutes according to the state requirement.

All students are programmed and served their mandated minutes/units of ESL classes irregarless of being previously x-coded.

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?

Targeted Intervention Programs for ELLs in ELA, Math, and Other Content Areas
0-3 (Newcomers)
4-6 (Intermediates)
7+ (Long Term ELLs)

A. Programming and Scheduling Information

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.
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Targeted Intervention Programs for ELLs in ELA, Math, and Other Content Areas
0-3 (Newcomers)
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8. All programs in place will continue for our ELLs (Newcomers, Intermediate, and Long-term).
• In the upcoming school year, we will continue to serve our ELL students based on the NYSESLAT results and levels.
• We plan to have more resources and use more technology to help students in all content areas.
• We will continue to provide a freestanding ESL program with native language support.
• We will use technology to differentiate instruction in all ESL lessons.
• In the near future, we plan to invest in more programs to challenge students. We also want to invest in remediation programs to help SIFE students who need additional help in reading and writing.

9. Description of Equal Access of ELLs to all School Programs
• All of our ELLs are given the opportunity to engage in all school activities. Many ELLs take part in extracurricular activities such as baseball, basketball, football, and soccer.
• BAHS provides Aviation training on Saturdays to selected students, Robotics Training, Chess Club, Christian Club, LGBT Club in which all of our students can participate.
• All of our students, including ELLs have equal access and are invited to all school activities.

10. Special Programs/Native language Support
• Pearson Online Interactive lessons are used by the General education teachers to support our ELL students who struggle in the content areas of mathematics, global history, US history, and science as needed by teachers with individual student.
• We support native language of students by providing them with books, dictionaries, and after school interactive online content area tutoring in Spanish.
• After school tutoring is available to all of our students and many teachers provide students with test preps in their native language and listening activities in Spanish as needed.
• Teachers use various interactive lessons to reach students, such as Brain Pop and Study Island.

11. Native Language support
• Teachers provide native language support to ELLs in many ways:
• Students can read independently in their native languages.
• Students receive Spanish instruction from a certified Spanish teacher who is able to challenge students by making them read various Spanish literature books .
• Students have Spanish and French available as foreign languages.
• Students may take content area Regents in their native language.
Native Language Support in Freestanding ESL Program
• Although BAHS does not offer a transitional bilingual education or dual language program, we support students' native language by providing them with a variety of resources such as books, after school activities, and Spanish and French classes which students can use to better develop their native language skills. However, we DO NOT have any classes that are taught in students' native languages. All of our classes are taught in ENGLISH.
• Research has proven that students with strong native language skills perform better in the second language. By providing our students with native language skills during their Spanish classes, students can perform better in English.
• Our teachers use the Smartboard and laptops that allow them to better develop academic and social language.

12. ELLs Age Appropriate Materials

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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• Our teachers use the Smartboard and laptops that allow them to better develop academic and social language.

12. ELLs Age Appropriate Materials
• Teachers teach lessons and use books and resources that are age and grade appropriate.

A. Programming and Scheduling Information

C. Schools with Dual Language Programs

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

N/A

7. Program continuation

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.

Professional Development and Support

1. Professional Development and Supports for School Staff

• Our school makes professional development available for all staff members. All Staff is invited to attend professional development on the during period 10 three times per week.

During the first staff meeting, all teachers are given the RLER and the RLAT report so that they are aware of all the ELLs and their levels. The teachers are also made aware of the translation and interpretation services that the DOE provided for ELLs and parents.

• All professionals at BAHS have opportunities to receive professional development from our weekly in house meetings, and other subject appropriate meetings provided by our network team.

• Subject area teachers, paraprofessionals, bilingual teachers, ESL teacher, the ESL AP, administrative staff, guidance counselors, special education teachers, school psychologist, occupational therapists, speech therapists, secretaries, and the parent coordinator attend professional development to educate them about the ELLs population.

• The Office of ELLs offer numerous professional development for school staff where they get the opportunities to be educated on ELLs strategies. School staff can also earn hours to be documented as part of the Jose P. hours that all general education teachers need to have on their records.

• BAHS provides staff members with numerous opportunities to participate in workshops and professional development.

•The AP of ESL makes the information available to school staff by forwarding the emails and inviting staff members to attend workshops. For example, every month when the office of ELLs send emails about available workshops, the AP of ELLs share with teachers so that they can attend in order to complete their Jose P. Requirement, 7.5 hours for General Education teachers and 10 hours for Special Education teachers.

• BAHS staff takes advantage of the workshop opportunities in order to become better informed about the ELLs.

Once hours are completed, the teachers are to give the certificate of completion to the payroll secretary to keep in their files.

The ESL teacher and the ESL AP communicate very frequently regarding the ESL population at BAHS. Communications based on ESL lessons, behaviours, assessments, deadline, and the needs of the ESL students are done on a regular basis.

• The Assistant Principal of ESL and other BAHS staff have already attended and will continue to attend many OELL and CSA workshops during the 2011-2012 school-year.

Dates of Workshops:

1) Smart Board Training September 6, 2011
2) Point of Entry Model September 6, 2011
3) Three Tuition-Free TESOL Graduate Courses at Touro College – Classes begin September 8
4) LAP Training-August 15, 2011-Refreshing Workshop
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• Workshops are available on a continuous basis. As more workshops become available, the staff is invited to attend and is informed of dates and events.

• Our students who come from middle school are also provided with support.

ELLs have their own counselors who guides them through the process of high school. The ESL counseolor mentors students so that they can cope with a new environments. Weekly counseling is provided to students constently; so that their credits and regents requirements are maintained. From the very beginning, our incoming freshmen participate in a bridge-program where they are introduced to the school policies, culture, and values, as well as math and English classes.

• All school staff is provided with literature and informed and trained on the following:

a) SIOP training for all content area teachers was provided in previous years. This year the PSO sponsored training to administrators and teachers.

b) Departmental meetings are designed to place a strong emphasis on the state learning standards. The two-hour school wide professional development meeting focuses on academic language development strategies.

c) The Fordham PSO provides a myriad of professional development opportunities focusing on ELLs

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c) The Fordham PSO provides a myriad of professional development opportunities focusing on ELLs.

The following workshops were provided by BAHS to school staff:

Courses Taught in Languages Other than English

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. Parental Involvement is very active at BAHS. Our parent coordinator is very active in getting all parents involved in school activities such as educational workshops, bake sales, muliticultural shows, and food fairs. Our parents attend a monthly Saturday meeting where parents are informed of school activities.

2. Our school does not partner with community based services to provide workshops or services to parents. All parent workshops are provided by our staff on ARIS, mental issues, Regents preparation etc…
• ELL parents can become more involved by attending the Parent Association Monthly meeting; joining the leadership team; and by attending the ELL Orientation Center.
• Parents may also chaperone class trips and participate in multicultural events and celebrations
• BAHS' parent coordinator in collaboration with the AP of ESL, and guidance counselor program meetings and workshops to provide vital information about the school's ESL program to parents.
• There are language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The parent coordinator's role is to provide help for the parents to let them know that all forms are available in Spanish. In addition, the coordinator is in the school during the day to assist all students in place of their parents. The parent coordinator helps plan all activities; such as field trips, multicultural shows, food fairs, and senior bake sales.
In addition, the parent coordinator helps parents understand all foms below (a-p).
The following list describes the different activities or information discussed or provided to parents as part of the ELL implementations:
a) Letters for waiver of transfer (program selection)
b) Description of ESL program (provision of the school's ESL program narrative that can be understood by parents)
c) NYSESLAT assessment notification to Parents (parent accountability, NYSESLAT and regents preparation after-school/Saturday program)
d) Parents and Teachers Association's Representative (election process dissemination)
e) Community resources for Immigrants (inform parents about agencies within the community, legal issues pertaining to immigrants)
f) Community and School Language Programs for Adult LEPs
g) Graduation requirements (Regents Examinations, high school credits)
h) Community resources (college partnerships)
i) Health assistance (immunization requirements, outside counseling, 504, VESID, BOCES assistance)
j) Assessment information (Regents, NYSESLAT, LAB-R, ATS, PSAT)
k) Parental accountability (attendance)
l) School accountability (proper placement, general education and ELLs teacher training, compliance)
m) Translation resources for parents who do not speak English (NYS and NYC DOE Websites)
n) Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
o) Transition to college (dissemination of information to parents and students in different languages)
p) Special education related to English Language Learners (ELLs)

3. BAHS has monthly meetings with parents. In monthly meetings parents, teachers, administrators share developed best practices. Meetings can provide parents with feedback as to what is working with ours students. In addition, in the meetings any current BAHS concerns are addressed and discussed.

The parent coordinator helps parents understand school matters and other issues that students are concerned with. She is on onsite mother for the students. She attends attendance meeting, counseling meeting, and some parent meetings. Furthermore, the parent coordinator helps parents with all available forms. All forms are in English and Spanish just in case parents are not able to understand English.

4. Some parents need additional services. Parents are referred to the following at-risk programs:

At-Risk Services:
• At-Risk services are currently provided by FEGS, the mental health organization in our building.
• FEGS Counselors meet with parents during school time.
School Guidance Counselors are also available. School Counselors send progress reports each marking period to parents to make them aware of grades.
• Counselors meet at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
• At-Risk service is also provided by school psychologist at BAHS. We have recently hired a bilingual English-Russian school psychologist 3 days per week to provide services for our ELLs and special education population
• At-Risk service is also provided by the social worker: We recently hired a bilingual social worker, Spanish-English. The social worker is able to provide services in English and Spanish to our ELLs population. The social worker is available to our students full time.

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• Counselors meet at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
• At-Risk service is also provided by school psychologist at BAHS. We have recently hired a bilingual English-Russian school psychologist 3 days per week to provide services for our ELLs and special education population
• At-Risk service is also provided by the social worker: We recently hired a bilingual social worker, Spanish-English. The social worker is able to provide services in English and Spanish to our ELLs population. The social worker is available to our students full time.
• At-risk service is also provided to our ELLs by trained guidance counselors and FEGGS (an additional counseling service). The hearing

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

B. Programming and Scheduling Information--Continued

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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?

Targeted Intervention Programs for ELLs in ELA, Math, and Other Content Areas
0-3 (Newcomers)
4-6 (Intermediates)
7+ (Long Term ELLs)

8. All programs in place will continue for our ELLs (Newcomers, Intermediate, and Long-term).
• In the upcoming school year, we will continue to serve our ELL students based on the NYSESLAT results and levels.
• We plan to have more resources and use more technology to help students in all content areas.
• We will continue to provide a freestanding ESL program with native language support.
• We will use technology to differentiate instruction in all ESL lessons.
• In the near future, we plan to invest in more programs to challenge students. We also want to invest in remediation programs to help SIFE students who need additional help in reading and writing.

9. Description of Equal Access of ELLs to all School Programs
• All of our ELLs are given the opportunity to engage in all school activities. Many ELLs take part in extracurricular activities such as baseball, basketball, football, and soccer.
• BAHS provides Aviation training on Saturdays to selected students, Robotics Training, Chess Club, Christian Club, LGBT Club in which all of our students can participate.
• All of our students, including ELLs have equal access and are invited to all school activities.

10. Special Programs/Native language Support
• Pearson Online Interactive lessons are used by the General education teachers to support our ELL students who struggle in the content areas of mathematics, global history, US history, and science as needed by teachers with individual student.
• We support native language of students by providing them with books, dictionaries, and after school interactive online content area tutoring in Spanish.
• After school tutoring is available to all of our students and many teachers provide students with test preps in their native language and listening activities in Spanish as needed.
• Teachers use various interactive lessons to reach students, such as Brain Pop and Study Island.

11. Native Language support
• Teachers provide native language support to ELLs in many ways:
• Students can read independently in their native languages.
• Students receive Spanish instruction from a certified Spanish teacher who is able to challenge students by making them read various Spanish literature books .
• Students have Spanish and French available as foreign languages.
• Students may take content area Regents in their native language.
Native Language Support in Freestanding ESL Program
• Although BAHS does not offer a transitional bilingual education or dual language program, we support students' native language by providing them with a variety of resources such as books, after school activities, and Spanish and French classes which students can use to better develop their native language skills. However, we DO NOT have any classes that are taught in students' native languages. All of our classes are taught in ENGLISH.
• Research has proven that students with strong native language skills perform better in the second language. By providing our students with native language skills during their Spanish classes, students can perform better in English.
• Our teachers use the Smartboard and laptops that allow them to better develop academic and social language.

12. ELLs Age Appropriate Materials

B. Programming and Scheduling Information--Continued

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• Our teachers use the Smartboard and laptops that allow them to better develop academic and social language.

12. ELLs Age Appropriate Materials
• Teachers teach lessons and use books and resources that are age and grade appropriate.

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.

C. Schools with Dual Language Programs

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

N/A

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.

Professional Development and Support

1. Professional Development and Supports for School Staff

• Our school makes professional development available for all staff members. All Staff is invited to attend professional development on the during period 10 three times per week.

During the first staff meeting, all teachers are given the RLER and the RLAT report so that they are aware of all the ELLs and their levels. The teachers are also made aware of the translation and interpretation services that the DOE provided for ELLs and parents.

• All professionals at BAHS have opportunities to receive professional development from our weekly in house meetings, and other subject appropriate meetings provided by our network team.

• Subject area teachers, paraprofessionals, bilingual teachers, ESL teacher, the ESL AP, administrative staff, guidance counselors, special education teachers, school psychologist, occupational therapists, speech therapists, secretaries, and the parent coordinator attend professional development to educate them about the ELLs population.

• The Office of ELLs offer numerous professional development for school staff where they get the opportunities to be educated on ELLs strategies. School staff can also earn hours to be documented as part of the Jose P. hours that all general education teachers need to have on their records.

• BAHS provides staff members with numerous opportunities to participate in workshops and professional development.

•The AP of ESL makes the information available to school staff by forwarding the emails and inviting staff members to attend workshops. For example, every month when the office of ELLs send emails about available workshops, the AP of ELLs share with teachers so that they can attend in order to complete their Jose P. Requirement, 7.5 hours for General Education teachers and 10 hours for Special Education teachers.

• BAHS staff takes advantage of the workshop opportunities in order to become better informed about the ELLs.

Once hours are completed, the teachers are to give the certificate of completion to the payroll secretary to keep in their files.

The ESL teacher and the ESL AP communicate very frequently regarding the ESL population at BAHS. Communications based on ESL lessons, behaviours, assessments, deadline, and the needs of the ESL students are done on a regular basis.

• The Assistant Principal of ESL and other BAHS staff have already attended and will continue to attend many OELL and CSA workshops during the 2011-2012 school-year.

Dates of Workshops:

1) Smart Board Training September 6, 2011
2) Point of Entry Model September 6, 2011

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2. Support to Staff and Students from Middle School

• All of our new teachers are provided with an on-site mentor to guide them through the use of curriculum, classroom, lesson planning, and instructional support.

• Our new teachers are invited to all professional development opportunities about ELLs. Once teachers attend workshops, they are presented with a certificate that they turn into the school secretary who keeps it in their files.

• Workshops are available on a continuous basis. As more workshops become available, the staff is invited to attend and is informed of dates and events.

• Our students who come from middle school are also provided with support.

ELLs have their own counselors who guides them through the process of high school. The ESL counseolor mentors students so that they can cope with a new environments. Weekly counseling is provided to students constently; so that their credits and regents requirements are maintained. From the very beginning, our incoming freshmen participate in a bridge-program where they are introduced to the school policies, culture, and values, as well as math and English classes.

• All school staff is provided with literature and informed and trained on the following:

a) SIOP training for all content area teachers was provided in previous years. This year the PSO sponsored training to administrators and teachers.

b) Departmental meetings are designed to place a strong emphasis on the state learning standards. The two-hour school wide professional development meeting focuses on academic language development strategies.

c) The Fordham PSO provides a myriad of professional development opportunities focusing on ELLs

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c) The Fordham PSO provides a myriad of professional development opportunities focusing on ELLs.

The following workshops were provided by BAHS to school staff:

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. Parental Involvement is very active at BAHS. Our parent coordinator is very active in getting all parents involved in school activities such as educational workshops, bake sales, muliticultural shows, and food fairs. Our parents attend a monthly Saturday meeting where parents are informed of school activities.

2. Our school does not partner with community based services to provide workshops or services to parents. All parent workshops are provided by our staff on ARIS, mental issues, Regents preparation etc…
• ELL parents can become more involved by attending the Parent Association Monthly meeting; joining the leadership team; and by attending the ELL Orientation Center.
• Parents may also chaperone class trips and participate in multicultural events and celebrations
• BAHS' parent coordinator in collaboration with the AP of ESL, and guidance counselor program meetings and workshops to provide vital information about the school's ESL program to parents.
• There are language program options available at other locations to help parents select programs that address the specific language and academic needs of their children. The parent coordinator's role is to provide help for the parents to let them know that all forms are available in Spanish. In addition, the coordinator is in the school during the day to assist all students in place of their parents. The parent coordinator helps plan all activities; such as field trips, multicultural shows, food fairs, and senior bake sales.
In addition, the parent coordinator helps parents understand all foms below (a-p).
The following list describes the different activities or information discussed or provided to parents as part of the ELL implementations:
a) Letters for waiver of transfer (program selection)
b) Description of ESL program (provision of the school's ESL program narrative that can be understood by parents)
c) NYSESLAT assessment notification to Parents (parent accountability, NYSESLAT and regents preparation after-school/Saturday program)
d) Parents and Teachers Association's Representative (election process dissemination)
e) Community resources for Immigrants (inform parents about agencies within the community, legal issues pertaining to immigrants)
f) Community and School Language Programs for Adult LEPs
g) Graduation requirements (Regents Examinations, high school credits)
h) Community resources (college partnerships)
i) Health assistance (immunization requirements, outside counseling, 504, VESID, BOCES assistance)
j) Assessment information (Regents, NYSESLAT, LAB-R, ATS, PSAT)
k) Parental accountability (attendance)
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m) Translation resources for parents who do not speak English (NYS and NYC DOE Websites)
n) Access to translated documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
o) Transition to college (dissemination of information to parents and students in different languages)
p) Special education related to English Language Learners (ELLs)

3. BAHS has monthly meetings with parents. In monthly meetings parents, teachers, administrators share developed best practices. Meetings can provide parents with feedback as to what is working with ours students. In addition, in the meetings any current BAHS concerns are addressed and discussed.

The parent coordinator helps parents understand school matters and other issues that students are concerned with. She is on onsite mother for the students. She attends attendance meeting, counseling meeting, and some parent meetings. Furthermore, the parent coordinator helps parents with all available forms. All forms are in English and Spanish just in case parents are not able to understand English.

4. Some parents need additional services. Parents are referred to the following at-risk programs:

At-Risk Services:
• At-Risk services are currently provided by FEGS, the mental health organization in our building.
• FEGS Counselors meet with parents during school time.
School Guidance Counselors are also available. School Counselors send progress reports each marking period to parents to make them aware of grades.
• Counselors meet at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
• At-Risk service is also provided by school psychologist at BAHS. We have recently hired a bilingual English-Russian school psychologist 3 days per week to provide services for our ELLs and special education population
• At-Risk service is also provided by the social worker: We recently hired a bilingual social worker, Spanish-English. The social worker is able to provide services in English and Spanish to our ELLs population. The social worker is available to our students full time.

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• Counselors meet at-risk students regularly, visit classrooms to observe and document students' behavior and academic progress.
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• At-Risk service is also provided by the social worker: We recently hired a bilingual social worker, Spanish-English. The social worker is able to provide services in English and Spanish to our ELLs population. The social worker is available to our students full time.
• At-risk service is also provided to our ELLs by trained guidance counselors and FEGGS (an additional counseling service). The hearing

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)										1	0	0	0	1
Intermediate(I)										17	9	4	3	33
Advanced (A)										15	9	3	3	30
Total	0	0	0	0	0	0	0	0	0	33	18	7	6	64

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										1	0	0	0
	A										2	1	3	1
	P										16	16	12	5
READING/ WRITING	B										0	0	0	0
	I										6	4	6	2
	A										8	7	3	0
	P										5	6	6	4

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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	11		10	
Integrated Algebra	16		6	
Geometry	6		4	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	6		3	
Physics				
Global History and Geography	6		4	
US History and Government	10		5	
Foreign Language		6		6
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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.

After Reviewing and Analyzing the Data

1. Exam Analysis

• BAHS reviews the NYSESLAT report in all four modalities. We also reviewed students' transcripts, grades from former schools, 8th grade ELA scores of long term ELLs get reviewed as well.
• Scores on LAB-R, Spanish Lab of newcomers to the US are also reviewed.
• When students come from other countries their transcripts from the native country/school is used to determine their levels.
• BAHS uses classroom portfolios, notebooks, teacher-made tests and predictive assessment to determine how our students will perform on the NYSESLAT

2. Data Patterns across proficiency levels (on the LAB-R)

The LAB-R is the initial exam that all students who are suspected to be eligible for ESL classes take within their first 10 days at BAHS.
• Students that are newly admitted to our school and first time US students take the LAB- R and are placed in the ESL program if they are determined to be ELLs.
• Some students return to us because they go in and out to the county.
• Based on the data from the LAB- R most new students to the US are placed in beginner classes.

3. ATS modality report for Spring 2011 NYSESLAT results reveal the following:

• 21/57 of our students were proficient on the Spring 2011 NYSESLAT

Based on the 2011 NYSESLAT Modality Report

• 0/57 of our current ELL students are at the beginner level in English. All of our former BAHS beginners moved up to intermediate this school year. The beginners that we currently have came in from their previous schools.
• 19/57of our students tested at the intermediate level.
• 17/57 students tested at the advanced level
• 15/57 students have remained at the same level as last year. Based on the data many of those students have IEPs. Further investigation has to be done to determine the reason.
• Many students are proficient in the listening/speaking portion of the NYSESLAT.
• Many ELL students need additional support in reading and writing skills in order to become proficient in those modalities.

Impact on Instruction Decisions

• Based on the fact that many of our students are not proficient in the writing of the NYSESLAT, the skill is addressed in all classes and resources are made available to provide ELL students with opportunities to become proficient in writing.
• Many of our ELLs are advanced in speaking and listening but are at the beginner or intermediate levels in writing.
• Creative writing courses were created in the fall semester in an effort to help ELLs increase writing performance.

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.

Part VI: LAP Assurances

School Name: Bronx Aerospace High School		School DBN: 11X545	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Kirkweg	Principal		12/13/11
Natacha SeignonSaintvil, Ed.D.	Assistant Principal		12/13/11
Chanda Joseph	Parent Coordinator		12/13/11
Adriana Crisan	ESL Teacher		12/13/11
	Parent		
Marlene Romero-Brito/Spanish	Teacher/Subject Area		12/13/11
	Teacher/Subject Area		
	Coach		
	Coach		
Roxanna Rosario	Guidance Counselor		12/13/11
	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 11X545 **School Name:** Bronx Aerospace High School

Cluster: 2 **Network:** 211

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

Part A: Needs Assessment Findings

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

According to Chancelor's Regulation A-663, all schools must determine the primary language of parents within 30 days of student enrollment. Once the language is determined, parents are provided with all information from school in their preferred language.

Based on current data from ATS, most of our parents are Spanish speakers and prefer communication in Spanish. Our school provides translation and interpretation services to all parents in English and Spanish. Some parents do not speak Spanish nor English. Therefore, we reach out to them by phone in French, Albanian and Romanian. If there is a language that our staff members do not speak, we call the DOE's Translation and Interpretation Unit for assistance and we arrange for a translator to provide translation services. Some parents may also choose to rely on other adult translators/ companions or friends for assistance.

In addition, we have an ESL brochure that is available for parents in Spanish. The brochure is filled with important information about our school; containing high school requirements and other important information such as disciplinary and safety issues.

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

Based on the language findings researched in ATS, the majority of parents at BAHS need written and oral translation in Spanish. Therefore, all BAHS documents for parents are provided in English and Spanish.

At the beginning of every school year, teachers are provided with the RLER report and the school parent preferred language information of our school. Teachers are also made aware that students may be fluent in English but parents still need a translator. Teachers are also made aware of the staff members who can help them translate in the parents' language.

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.

We use our bilingual staff to provide Spanish translation to parents. We also use translated versions of DOE documents to communicate in writing to parents in their native languages as needed. All DOE originated documentation are available in parent's language and can be downloaded.

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.

All translation will be done by our bilingual staff, Translation and Interpretation Unit Services, or parents' personal translator. Many of our staff members speak Spanish. According to the Chancellor's Regulations, parents are also allowed to bring a friend or a companion for oral translation.

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.

Bronx Aerospace fulfills Secition VII of the Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services.

We provide parents with a copy of the Bill of Rights in their native languages. Translated version of the Bill of Rights is available in parents preferred language. We also have safety plan procedures available in Spanish and the other major languages used by the DOE.

Our school is welcoming to all parents. We display a welcoming multicultucal poster in the building so that our parents can feel welcomed when they come into our building.

Every written documentation communicated to parents is available in Spanish. In addition, the Department of Education's Website provides information in each of the covered languages reguarding parental rights in the all DOE covered languages.

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 Aerospace High School	DBN: 11X545
Cluster Leader: Charles Amundsen	Network Leader: Jean McKeon
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: 64 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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 Aerospace High School (BAHS) ESL program fosters 64 ELL students in grades ninth (9th) through twelfth (12th). Our ELL population makes up 15.17 % of the overall population of BAHS. Our ELLs are served through a freestanding ESL program with Native Language support. Some classes have a Collaborative Team Teaching (CTT) model which allows teachers to work together to better serve our students. Our ELLs are distributed as follows: 32 students in 9th grade, 20 students in the 10th grade, 7 students in the 11th grade, and 5 students in the 12th grade. Based on years of service by subgroup, our 64 ELLs are distributed in the following manner: 18 students (0-3 years of service), 17 students (4-6 years of service), and 29 (long-term ELLS). In addition, we also serve 9 students with Interrupted Formal Education (SIFE), and 22 special education students. Most of our students are Spanish speakers. 60 of our 64 ELLs speak Spanish as their native language, 1/64 speaks chinese, 1/64 speaks Filipino, 1/64 speaks Bambara, and 1/64 speaks French. BAHS has one ESL certified assistant principal of ESL who also serves as a part time ESL teacher, one special education AP to provide support for the special education ELLs, and a certified ESL teacher to maintain a freestanding ESL program with native language support. Our Spanish certified teacher also offers Spanish and NLA support. BAHS strongly believes in challenging students with a rigorous curriculum. For this reason, we give our students multiple opportunities to receive after school or Saturday help in order to improve and assist students on New York State content and Regents tests. Teachers use technology and multiple strategies to help students develop better reading, writing, vocabulary, and grammar skills. BAHS has a copyrighted humanities curriculum. This curriculum fosters English language arts skills, independent reading, and US history as content area. Students read books that are aligned with the United States history standards while at the same time learn the conventions of English and develop strong writing skills. The ESL teachers support our Humanities Curriculum in order to develop academic language. The humanities curriculum is used in conjunction with the ESL curriculum so that students are challenged and to insure that students are receiving the NY State language arts requirements. All ESL students receive Native Language support in the content area classes (if needed), in foreign language class (Spanish), and in the ESL class. Our Beginner ELLs are able to read independently in their native language until they are ready to read in English. Our ELL students have access to the Global Studies textbooks and the US History workbooks in Spanish if they need to use them. Some students use the English version of those books combined with a glossary or a bilingual dictionary. Furthermore, we have Smart Boards that are mounted and used in most classrooms. We also have native language novels, textbooks, and books on tape to better serve beginning level students. In order to prepare our 11th grade and other ELLs to take and pass the NYSESLAT and the English Regents, last year we purchased Getting Ready for the NYSESLAT and Getting Ready for the English Regents Essays which was

Part B: Direct Instruction Supplemental Program Information

used in last year's Title III Program.

Finally, we plan to purchase more native language books, ESL software, bilingual dictionaries, and if provided with sufficient funds a Smart Table for our beginner ELLs. These materials should help our students achieve higher scores on the NYSESLAT and achieve proficiency level. In addition, with the aid of these materials our ELL students should achieve higher scores on the NYS Regents and meet their high school requirements.

Title III Instructional Program: Rationale

According to the most recent RLAT and RNMR ATS reports, our students are divided into different levels. 1 out of our 64 ELL students tested at the beginner level in ESL; 36 out of our 64 students tested at the intermediate level; 27 out of our 64 tested at the advanced level.

Many ESL students are proficient in the listening/speaking modality of the NYSESLAT. However, the results of previous NYSESLAT show that many ELL students need additional support in reading and writing skills in order to become proficient in those modalities. Based on the fact that many of our students are not proficient in the writing portion of the NYSESLAT. This skill is addressed in all classes and resources are made available to provide ELLs with opportunities to become more proficient in writing. Many of our ELLs are advanced in speaking and listening but are at the beginner or intermediate levels of writing. To assist ESL students in improving their reading and writing skills, teachers use the independent reading strategy which allows students to read and log their reading; thereby, developing their writing skills. ELLs will receive additional help in the Title III Progam during after school hours from 3:40 until 5:00 pm five days per week, with instruction provided by our certified ESL teacher. There will be 111 sessions for 1.3 hours at 65 dollars per day which equals to $7200 of per session funds.

The goal of the Title III program is for our English Language Learners (ELLs) to improve at least one level on their NYSESLAT. The second goal is for our advanced ELLs to become proficient on the NYSELSAT. The ultimate goal is for our ELLs to improve their vocabulary skills and perform better academically; while increasing their reading and writing skills.

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: Core Professional Development:

Our school has ongoing professional development available for all staff members. BAHS staff attends ongoing professional development during their common preparation period.

Before the Title III program begins, the ESL provides provide ongoing staff development to the ESL teacher in order to foster Title III sevices to our ESL students. DOE generated Title III Letters are sent

home to ESL parents for permission and to inform them that the school is providing Title III services. The ESL teacher and AP meet on regular basis to discuss the needs of ELLs. In addition, all matters relating to ELLs, including Title III are discussed weekly between the ESL AP and the ESL teacher. In addition, training to use the Failure Free Reading program will be provided to the ESL teacher before the Title III program begins.

Professional Development for Title III

Professional development is given to the ESL teacher for information or training on the programs that she will be using. A total of $4000 is spent on Failure Free Reading Software, teacher curriculum, and training. Failure Free Reading will provide one-on-one training to the ESL teacher in order to know how the program works. In addition, the parent coordinator is informed about Title III programs. The ESL teacher is involved in many ways. The coordinator helps make phone calls to make sure that the parents are informed about the free Title III program. In December, the title III program begins, the AP of ELLs along with the parent coordinator make phone calls to invite parents to title III parent meeting before the program begins. At the end of the program, in May , a meeting will be held to discuss student progress.

All professionals at BAHS also have opportunities to receive ongoing professional development from our weekly meetings by our AP of supervision and lead teachers. Additionally, the network provides numerous meeting to all staff. Subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, ESL AP, administrative staff, guidance counselors, special education teachers, school social worker, occupational therapists, speech therapists, secretaries, and a parent coordinator attend professional development to educate them about the ELL population.

The office of ELLs and ELI offer numerous professional development for school staff and administrators where they can be educated on ELLs strategies. School staff can also earn hours to be documented as part of the Jose P. hours that all general education teachers need to have on file in order to be in compliance with ESL mandates. Additionally, BAHS provides staff members with numerous opportunities to participate in workshops and professional developments. OELL sends emails to the school AP of ESL who in turn makes the information available to school staff by forwarding the emails and inviting staff members to attend workshops. BAHS staff takes advantage of the workshop opportunities in order to become better informed about the ELLs. Office of English Learners offers a number of workshops from September to June. Finally, the Assistant Principal of ESL and other BAHS staff attend many ELI, OELL and CSA workshops during the 2011- present school-year. All of those workshops will aid ESL teachers and AP in support of title III services.

Furthermore, frequent meetings regarding ELLs are held between the ESL teacher and AP to support and discuss student progress. The ESL teacher and/or AP also attended the workshops below in preparation for Title III and will continue to attend workshops to better prepare our ELLs.

List of Workshops:

1) Smart Board Training September 6, 2011 (ESL teacher and ESL AP)

Part C: Professional Development
5) LAP and Title III Workshop, September 14, 2011 (ESL AP 5) ELL Technical Support, September 22, 2011 (ESL AP) 7) Understanding AMAO, September 27, 2011 (ESL teacher)

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: Parental Involvement: Parental Involvement is very active at BAHS. Our parent coordinator is very active in getting all parents involved in school activities such as educational workshops, bake sales, college and career awareness, muliticultural shows, and food fairs.The school created an ELL Parent Handbook that was translated into Spanish that was disseminated to parents during after school and Saturday meetings. Furthermore, parents participate in monthly meetings to discuss ELLs' progress, graduation requirements, and best practices to service our students. BAHS has additional At-Risk programs for our ELLs parents. When our ELLs need the additional at-risk support, we have Spanish speaking counselors, a school social worker, and other experts to assist our parents. In addition, the parent coordinator helps the ESL department send out letters and make phone contacts to parents.

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) • Per session	$7,200	ESL teacher will teach title III 5 days per week Monday through Friday. $7200 is designated for the ESL teacher to teach the Title III Program.

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.
• Per diem		There is 143.8 hours designated in per session hours for our certified ESL teacher. 111 title III sessions at 5 days per week from December until May 143.8 hours x $50.06 = $7200
Purchased services • High quality staff and curriculum development contracts.	$1200	Teacher curriculum Kit and teacher training
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	0	N/A
Educational Software (Object Code 199)	$2800	Purchase of Failure Free Reading Software --- will be used in the Title III Program
Travel	0	N/A
Other	None	N/A
TOTAL	11,200	11,200